

Matura

2023

New
ENTERPRISE

Przykładowe
zadania
z języka
angielskiego

Poziom rozszerzony

egis



Express Publishing

INFORMATOR o egzaminie maturalnym z języka angielskiego

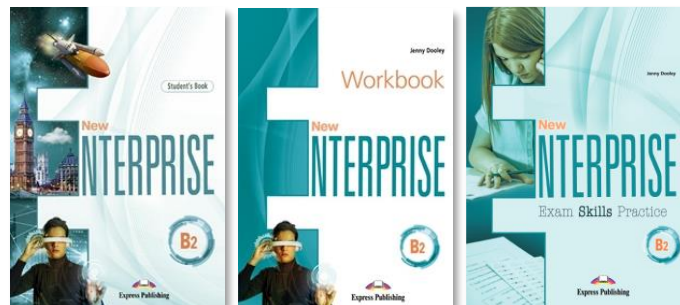
od roku szkolnego 2022/2023

Centralna Komisja Egzaminacyjna
Warszawa 2021

Na egzaminie z języka angielskiego mogą pojawić się również typy zadań zaprezentowane w informatorach do innych języków obcych (niemieckiego, hiszpańskiego, francuskiego, rosyjskiego i włoskiego), a także typy zadań, które nie pojawiają się w żadnym z informatorów, ale są zgodne z wymaganiami podstawy programowej.

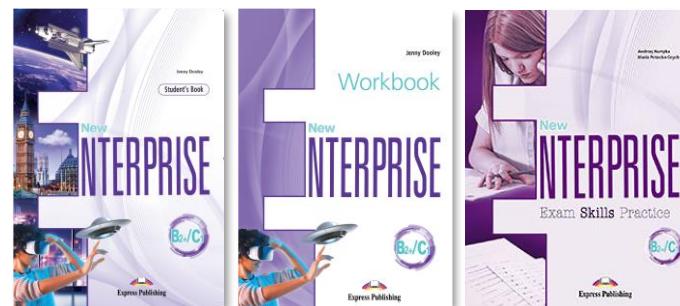
NEW ENTERPRISE EXAM SKILLS PRACTICE

B2



NEW ENTERPRISE STUDENT'S BOOK WORKBOOK

B2+/C1



NEW ENTERPRISE EXAM SKILLS TESTS

B2

Exam Skills Test 11A

NAME: _____ DATE: _____
CLASS: _____ MARK: 100
(Time: 25 minutes)

ROZUMIENIE ZE SŁUCHU

Medycja – uzupełnianie luk w zdaniach

- Ułóżysz dwukrotnie audyję radiową. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1-5 w poniższych zdaniach. Łuki należy uzupełnić w języku polskim.
- Discego angielska restauracja The Fat Duck jest sławna?
The Fat Duck jest sławna, ponieważ służy jej 16 _____
- Z czym zwykle kopczy się angielska kuchnia?
Angielska kuchnia kopczy się z _____ oraz gotowanymi _____
- Z czego słynie restauracja The Fat Duck?
Restauracja słynie z dań, które zawierają wiele _____ smaków.
- Je kosztuje obiad dla dwóch osób w The Fat Duck?
Obiad dla dwóch osób kosztuje tam _____ funtów brytyjskich.

ROZUMIENIE TEKSTÓW PISANYCH

Dołączanie zdań do tekstu

- Przeczytaj trzy teksty (A-C) i zdania 1-6. Do każdego zdania dopasuj właściwy tekst. Wpisz odpowiednie litery (A-C) obok zdań. Składać! Każdego tekstu możesz użyć tylko raz.

Text A

Paraga, a beautiful little town in Italy, attracts thousands of people because of the yearly 'Socochocolate Festival'. Since it began in 1993, visitors can walk around the central streets of Paraga every October and small delicious chocolate in the air. For some days, the town turns into a huge open-air chocolate shop where people can taste different types of chocolate, take part in cooking, chocolate classes, and see theatre and music performances. Young visitors can take part in games and face painting with chocolate. One of the most popular events for all ages is viewing the chocolate sculpture.

Text B

Ice cream ingredients could hardly be simpler: air, water, milk or cream and sugar. But it's the way they come together that makes the cream special. The process is straightforward: mix the ingredients in appropriate proportions, place in an ice cream machine, then chill. To ensure that the ice crystals in the finished product stay small, the paddles of the ice cream-making machine should be constantly turning. The heating action also holds in plenty of air which makes the ice cream light and fluffy, and stops the ice cream from feeling unbearably cold.

Text C

The invention of bubble gum in 1928 was purely accidental. Walter Diermer, a 23-year-old employee of the F&W Chewing Gum Company, was trying to come up with a new chewing gum recipe. He produced something which was slightly different from ordinary gum and stretched more easily. To help market this new product, Diermer trained salesmen to demonstrate to the public how to blow bubbles. Bubble gum was an instant success, and it became even more popular in the 1950s when an American company began putting sticks of bubble gum in their packets of baseball cards.

The text describes:

1. a new version of an old product.	
2. what is done to make the product taste special.	
3. a regularly organised event.	
4. how something is made.	
5. how something was made popular.	
6. unusual uses of a product.	

© EDO & Express Publishing PHOTOCOPIABLE 1 NEW ENTERPRISE B1

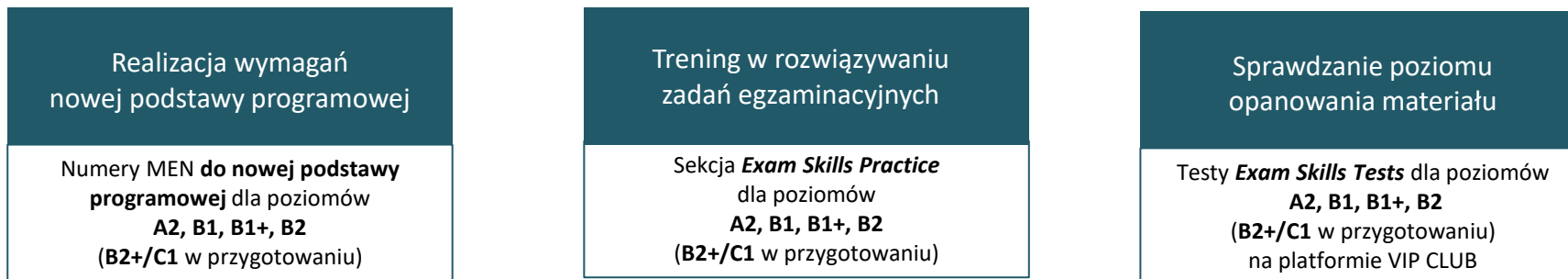
**POLSKA EDYCJA
W PRZYGOTOWANIU**

Część ustna egzaminu w formacie 2023 pozostaje bez zmian w stosunku do Matury obowiązującej od 2015 r. W niniejszym opracowaniu zaprezentowano przykładowe zadania z części pisemnej egzaminu na **poziomie rozszerzonym**.

Zadania pochodzą z:

- Informatora o egzaminie maturalnym z języka angielskiego od roku szkolnego 2022/2023** oraz częściowo z informatorów do innych języków obcych (w przypadku, gdy dany typ zadania nie został zaprezentowany w języku angielskim),
- publikacji **New Enterprise Exam Skills Practice B2** i **New Enterprise Student's Book & Workbook B2+/C1** (**POLSKA EDYCJA W PRZYGOTOWANIU!**),
- New Enterprise Exam Skills Tests**, dostępnych na poziomach **A2, B1, B1+, B2** (poziom B2+/C1 w przygotowaniu).

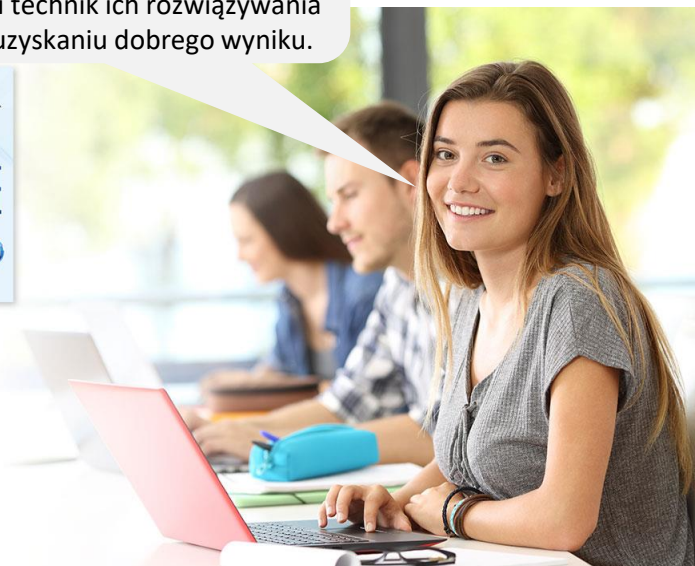
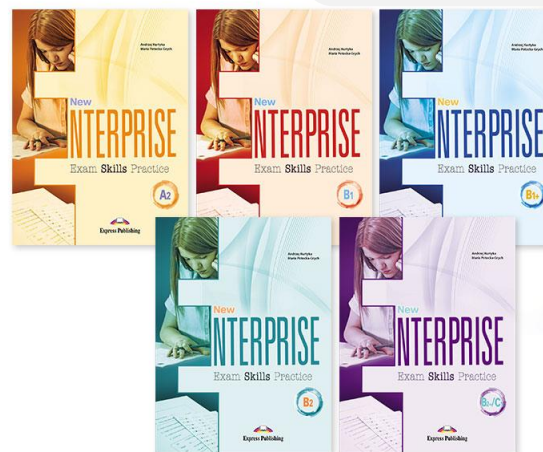
New ENTERPRISE



Kurs zapewnia:

- kompleksowe przygotowanie do egzaminu maturalnego w formacie 2023 na poziomie podstawowym i rozszerzonym przede wszystkim poprzez **pełną realizację wymagań nowej podstawy programowej**;
- systematyczny trening w rozwiązywaniu zadań egzaminacyjnych w ramach specjalnej, włączonej do zeszytu ćwiczeń dla poziomów **od A2 do B2 (B2+/C1 w przygotowaniu)**, sekcji **New Enterprise Exam Skills Practice**. Znajdują się tu zarówno zadania zamknięte, jak i otwarte, a nacisk został położony na rozwijanie poprawności językowej oraz na stopniowe posługiwanie się coraz bogatszym zasobem środków językowych;
- systematyczne sprawdzanie poziomu opanowania materiału za pomocą m.in. **New Enterprise Exam Skills Tests**, zamieszczonych na portalu VIP CLUB. Każdy test jest tematycznie powiązany z odpowiednim rozdziałem z podręcznika i zawiera różnorodne typy zadań zamkniętych i otwartych w formacie egzaminacyjnym.

Chociaż nadrzędnym celem kształcenia językowego nie jest przygotowywanie do egzaminu, to znajomość typów zadań egzaminacyjnych i technik ich rozwiązywania jest pomocna w uzyskaniu dobrego wyniku.



POZIOM ROZSZERZONY
B2+/C1

ROZUMIENIE ZE SŁUCHU

CZAS TRWANIA NAGRANIA	ok. 30 min
TYPY ZADAŃ	zadania zamknięte, np.: • wybór wielokrotny • dobieranie
	zadania otwarte, np.: • zdania/tekst z lukami • odpowiedzi na pytania
LICZBA ZADAŃ	15 zadań (3–4 wiązki, w tym przynajmniej 1 wiązka z zadaniami otwartymi)
UDZIAŁ W WYNIKU SUMARYCZNYM	25%

ROZUMIENIE TEKSTÓW PISANYCH

ŁĄCZNA DŁUGOŚĆ TEKSTÓW	ok. 1600–1800 wyrazów
TYPY ZADAŃ	zadania zamknięte, np.: • wybór wielokrotny • dobieranie
	zadania otwarte, np.: • zdania/tekst z lukami • odpowiedzi na pytania
LICZBA ZADAŃ	18 zadań (4–5 wiązek, w tym przynajmniej 1 wiązka z zadaniami otwartymi)
UDZIAŁ W WYNIKU SUMARYCZNYM	30%

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

ZAKRES ŚRODKÓW GRAMATYCZNYCH	określony w <i>Informatorze</i> (str. 33–42)
TYPY ZADAŃ	zadania zamknięte: wybór wielokrotny (tekst lub zdania)
	zadania otwarte oparte na tekście lub na zdaniach, np.: • zadanie z lukami; • transformację; • słowotwórstwo; • tłumaczenie; • gramatyzacja; • set leksykalny
LICZBA ZADAŃ	14 zadań (3–4 wiązki, w tym przynajmniej 1 wiązka z zadaniami otwartymi)
UDZIAŁ W WYNIKU SUMARYCZNYM	23%

WYPOWIEDŹ PISEMNA

DŁUGOŚĆ WYPOWIEDZI	200–250 wyrazów
FORMY WYPOWIEDZI	tekst argumentacyjny: list formalny, rozprawka, artykuł publicystyczny
OPIS ZADANIA	jedno zadanie (2 tematy w j. pol.); 2 elementy do omówienia
PUNKTACJA	• zgodność z poleceniem: 0-5 • spójność i logika: 0-2 • zakres środków jęz.: 0-3 • poprawność środków jęz.: 0-3
UDZIAŁ W WYNIKU SUMARYCZNYM	22%

ROZUMIENIE ZE SŁUCHU

ZADANIA ZAMKNIĘTE

- wybór wielokrotny
- dobieranie

ZADANIA OTWARTE

- zdania/tekst z lukami
- odpowiedzi na pytania

ZADANIA ZAMKNIĘTE

- ☐ 1 pkt – poprawna odpowiedź.
- ☐ 0 pkt – odpowiedź niepoprawna albo brak odpowiedzi.

ZADANIA OTWARTE

- ☐ 1 pkt – poprawna odpowiedź (oczekiwana lub akceptowalna) – odpowiedź komunikatywna dla odbiorcy, zgodna z poleceniem oraz wskazująca na to, że zdający zrozumiał tekst.

 Akceptowane są również odpowiedzi nieuwjęte w zasadach oceniania, jeżeli są merytorycznie poprawne i spełniają wszystkie warunki zadania.

Jeżeli lukę należy uzupełnić dłuższym fragmentem tekstu lub zadanie wymaga odpowiedzi pełnym zdaniem, kluczowe jest przekazanie komunikatu.

- ☐ 0 pkt – odpowiedź niepoprawna albo brak odpowiedzi.

 Odpowiedź nie jest akceptowana, jeśli zdający:

- popełnia błędy, które zmieniają znaczenie wyrazu lub powodują, że użyty wyraz nie byłby rozumiany przez odbiorcę jako wyraz, którym zdający powinien uzupełnić tekst lub powodują, że odpowiedź jest niejasna, dwuznaczna lub wieloznaczna;
- używa zapisu odzwierciedlającego brzmienie wyrazu zamiast zapisu w poprawnej formie ortograficznej, np. *buk* zamiast *book*;
- udziela odpowiedzi, która nie jest logiczną odpowiedzią na pytanie lub która nie jest wystarczająco precyzyjna lub nie łączy się logicznie i/lub nie jest spójna z fragmentami tekstu otaczającymi lukę;
- udziela dwóch odpowiedzi, z których jedna jest poprawna, a druga – błędna; podaje poprawną odpowiedź, ale uzupełnia ją elementami, które nie są zgodne z tekstem;
- udziela odpowiedzi w innym języku niż wymagany w danym zadaniu;
- popełnia błąd zapisu uzupełniając lukę liczebnikiem, numerem telefonu, godziną lub wyrazem/wyrazami o wysokiej frekwencji w języku angielskim (np. *ower 150 years* zamiast *over 150 years*). W tym przypadku wymagana jest pełna poprawność zapisu. Błędy językowe i/lub ortograficzne są dopuszczalne (o ile nie zakłócają komunikacji, a odpowiedź wskazuje, że zdający zrozumiał tekst) w przypadku, gdy lukę należy uzupełnić wyrazem/wyrazami o niskiej frekwencji w języku angielskim.

 W konkretnym arkuszu egzaminacyjnym mogą zostać określone wyjątki od powyższych zasad, np. dopuszczające uzgodniony katalog błędów w przypadku danego wyrazu.

Zadanie 1. (0–6)

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1.1.–1.2. zakreśl jedną z liter: A, B albo C.

Tekst 1.**1.1. Ken is**

- A. a skilled technician.
- B. a former criminal.
- C. a security guard.

Tekst 2.**1.2. Which of the following is stated in the dialogue as a fact, not an opinion?**

- A. The items on the menu are rarely updated.
- B. The restaurant enjoys a very good reputation.
- C. The new chef hasn't got a lot of experience.

Zadanie wyboru wielokrotnego, oparte na 3 tekstach, składa się z dwóch części. W pierwszej zdający słuchają dwóch krótkich tekstów i wykonują zadania z trzema opcjami odpowiedzi (A, B, C). W drugiej do wysłuchania jest nieco dłuższy tekst i cztery opcje odpowiedzi (A, B, C, D). Transkrypcja do zadań jest przedstawiona na kolejnym slajdzie.

W zadaniu zwykle sprawdzana jest umiejętność określania głównej myśli wypowiedzi lub fragmentu wypowiedzi (1.3.; 1.6.); określania intencji, nastawienia i postawy autora wypowiedzi (1.4.); określania kontekstu wypowiedzi (1.1.); znajdowania w wypowiedzi określonych informacji; wyciągania wniosków wynikających z informacji zawartych w wypowiedzi (1.5.); odróżniania informacji o faktach od opinii (1.2.); rozpoznawania informacji wyrażonych pośrednio.

W zadaniach 1.3.–1.6. zakreśl jedną z liter: A, B, C albo D.

Tekst 3.**1.3. At the beginning of his talk, the speaker**

- A. explains the reasons behind his career choices.
- B. points out the advantages of his profession.
- C. gives an outline of his professional career.
- D. recalls an incident from his student days.

1.4. Which of the following reflects the speaker's feelings?

- A. He is concerned about graduates' career prospects.
- B. He is worried that few graduates stay at university after graduation.
- C. He is proud of the achievements of Carleton's graduates.
- D. He is grateful to the institutions which employ Carleton's graduates.

1.5. The speaker quotes the saying about minds and parachutes in order to

- A. draw attention to the qualifications of the teaching staff.
- B. stress that a safe setting is essential for students' progress.
- C. encourage the students to study as many subjects as possible.
- D. motivate the students to make full use of the opportunities available to them.

1.6. What is the message of the story the speaker tells at the end?

- A. Little things are the spice of life.
- B. Life is full of strange coincidences.
- C. It's essential to get priorities in life right.
- D. It's hard to find time for the little things in life.

Transkrypcja

Tekst 1.

Interviewer: Ken, when you tell people you're an expert in safecracking, their first thought is usually that it's something illegal...

Ken: You're right. They usually think I'm a burglar. But actually I get hired when people have problems with getting into their safes. You'd be surprised how often that happens.

Interviewer: Is it hard to open a safe?

Ken: That depends on the situation. Basically, safecracking is about reasoning and putting different clues together. Obviously, burglar-resistant safes with extreme security devices require more advanced skills.

Interviewer: Is there something you don't like about your job?

Ken: Well, clients often think that people who do this job have learnt their trade in prison. I can't speak for others, but that's not what happened in my case.

Interviewer: Thank you, Ken

Na podstawie: www.mcsweeneys.net

Tekst 2.

Waitress: Are you ready to order, sir?

Customer: I intended to try something new today, but I can't see anything tempting on the menu. I don't think it has changed at all since my last visit.

Waitress: Well, I'm sure our new chef can suggest something special which is not on the menu.

Customer: Oh, I didn't know there'd been a change.

Waitress: He's only been with us for a few weeks. He's young, but I'm sure he'll introduce a lot of new ideas.

Customer: In the most prestigious ranking of local restaurants, yours has been voted 'The finest eatery' for the past three consecutive years. Isn't it a bit risky to hire a young chef?

Waitress: Well, I'm sure our manager wouldn't have hired someone who didn't have the right experience and relevant skills. The new chef will certainly not only keep to our usual standards, but I expect he'll even improve on them.

Customer: All right. Could you please ask the chef what he recommends?

Waitress: Certainly, sir.

Na podstawie: twominenglish.com

Tekst 3.

I would like to welcome all of you to Carleton University. It is so satisfying to see young minds ready to take the plunge into a new and exciting world. In fact, I myself was so in love with university life that I almost never left; first as a student, then a teacher, an administrator and finally university president, I spent most of my life within the walls of this renowned institution. It was only when I was 69-and-a-half that I was asked to step outside this world and enter public service as Governor General of Canada.

Obviously, you don't have to make university your way of life, but, if you do, it will certainly give you excellent opportunities. And what an institution you have chosen! For nearly 70 years, Carleton University has stood as a great centre of learning and innovation. Its graduates have gone out into the country and the world, lending their skills to business, art, science and public service. Former students of Carleton even contribute to the Office of the Governor General! No matter where they are, though, they use their skills to the benefit of so many.

Your teachers have plenty of knowledge to pass on and will do their best to increase your understanding of the universe. But you need to play your part. After all, as the saying goes: minds, like parachutes, work best when open. It is your job to take part in classes and allow yourselves the thrill of discovering new and innovative ideas. See your time here as full of limitless possibilities and explore each and every one of them.

And remember that learning is not only about the pursuit of education and excelling in exams. Poke your head out occasionally to explore the campus and the city. Take part in cultural events or get involved in charity work, but choose wisely.

Let me tell you a story. Once a philosophy professor stood before his class with a large empty jar, some rocks, pebbles and a saucepan filled with sand. He filled the jar with the rocks and asked the students if the jar was full. They said that it was. But the professor added some pebbles to the jar and then poured in quite a lot of sand. That demonstration showed what life is like. The rocks are the important things – your family, health and education. The pebbles are other things that matter, like a house or car. The sand is everything else, the insignificant things in life. If you put the sand into the jar first, then there is no room for the pebbles or the rocks. The same is true about your life. If you spend all the energy and time on the small stuff, you will never have room for the things that matter to you.

I wish all of you the very best in your studies in the years to come. I cannot wait to see what changes your generation will make in the world. Thank you.

Na podstawie: www.news.gc.ca

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat sportów ekstremalnych. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker mentions

- A. the expensive equipment required for the Olympics.
- B. competitors setting a bad example for other athletes.
- C. an example of an unjustified restriction imposed on competitors.
- D. tighter selection rules to ensure the safety of competitors
- E. a competitor's positive reaction in the face of defeat.

2.1.	2.2.	2.3.	2.4.

Zadanie typu dobieranie może być oparte na 4 lub 5 wypowiedziach.

W przykładowym zadaniu sprawdzana jest umiejętność znajdowania w wypowiedzi określonych informacji.

Transkrypcja

Of the 12 sports added to the last Winter Olympics, nine have their roots in extreme sports. Listen to four speakers expressing their opinions on the new trend.

Speaker 1

As a freestyle skier I doubt if it is a good idea to have extreme sports at the Olympics. I'm not sure whether they should be included because the Olympics take something away from them. They are traditionally free-spirited and do not have any formal rules. So when freestyle skiers want to compete in the Olympics, they have to follow established procedures, as the authorities want to avoid serious injuries during the games. Consequently, there are too many banned maneuvers in the freestyle competitions and the whole thing becomes less spontaneous. I can even get disqualified for putting a sticker on one of my skis with a funny sentence or a picture. That's ridiculous! Why is a sticker a problem for anybody?

Na podstawie: www.bbc.com

Speaker 2

I've been a snowboarding coach for years and I'm thrilled that extreme sports have been approved as Olympic sports. I'm afraid I don't understand opponents who say that these sports are too hazardous. As a coach, I know that before athletes take their first jumps on snow, they practise on water to be safe. They are also taught how to fall to avoid major injuries. Another thing is that the Olympic governing bodies have imposed strict regulations which make qualifying for the competitions difficult for less able athletes. This shows that they care about safety. In my opinion, there's no reason to criticize the new trend.

Na podstawie: www.bostonglobe.com

Speaker 3

As a spectator I must admit that I was thrilled to watch the new disciplines during the last Olympic Games. To see those enthusiastic athletes winning medals was simply fun. Take, for example, the American Mary Logan, who was the silver medalist in freestyle skiing. She made one mistake which cost her the gold medal but when she was asked about it, instead of despairing, she expressed her pride that she had managed to pull off so many tricks. She also joked with her opponents and cheered their performances. And that's the spirit the Olympics need!

Na podstawie: www.usatoday.com

Speaker 4

It's outrageous that the Olympic authorities reward extreme sports competitors with medals. Nobody ever mentions the possible injuries the athletes might suffer! I'm a surgeon and I've put too many freestyle skiers in plaster to approve of such reckless behaviour! Of course, some rules and safety measures have been imposed to protect the athletes, but they pride themselves on pushing the limits, and each time they do so, they also encourage others to take unnecessary risks. Some competitions are simply too dangerous to be included. The Olympic Games aren't about putting yourself at risk. At least, that's what I think.

Na podstawie: fusion.net; www.bostonglobe.com

NE EXAM SKILLS PRACTICE

U5, p. 12

Wybór wielokrotny (A, B, C)

B2

NE EXAM SKILLS PRACTICE

U7, p. 16

Wybór wielokrotny (A, B, C, D)

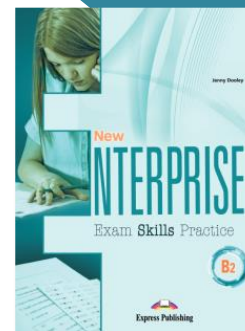
B2

NE EXAM SKILLS PRACTICE

U11, p. 24

Dobieranie

B2



1 Usłyszysz dwukrotnie wypowiedź na temat niebezpiecznej sytuacji. Z podanych odpowiedzi (A, B lub C) wybierz właściwą, zgodną z treścią nagrania.

- 1 Why is the speaker telling the story?
 - A to explain how easy it is to have an accident
 - B to persuade drivers to be more careful
 - C to describe an accident she had
- 2 What does the speaker say about her father?
 - A They were going to meet him in town.
 - B He wasn't able to drive her mother.
 - C He didn't want to go shopping.
- 3 What happened to the men in the speeding car?
 - A They were seriously injured in a crash.
 - B The police eventually caught them.
 - C They escaped in the centre of town.

1 Usłyszysz dwukrotnie audycję na temat przestępczości. W zadaniach 1-5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B, C lub D.

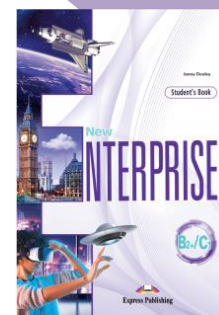
- 1 What does the spokesperson believe?
 - A The public do not trust the police.
 - B The police are doing a good job.
 - C Citizens feel a lot safer these days.
 - D The crime figures are not realistic.
- 2 What concern do some people have about drones?
 - A They might spy on ordinary people.
 - B They are not able to solve crime.
 - C They think more of them are needed.
 - D They believe they can cause accidents.
- 3 Why did Paul Watson go to jail?
 - A for burglary
 - B for shoplifting
 - C for robbing a bank
 - D for lying to the police
- 4 Who does the police officer thank?
 - A other police officers
 - B news reporters
 - C the judge and jury
 - D members of the public
- 5 What will happen to Watson?
 - A He will be released soon.
 - B He will go to prison.
 - C He will pay a large fine.
 - D He will be caught soon.

1 Usłyszysz dwukrotnie cztery wypowiedzi na temat pieniędzy. 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.

Which person

- A has not had to lend money for anything?
- B wishes they had more coins to carry around?
- C finds using a smartphone payment app easy?
- D had to borrow money in order to get a job?
- E worries about having their account hacked?

1	2	3	4



Listening

- 4** You will hear three different extracts. For questions 1-6, choose the answer (A, B or C for questions 1-4 and A, B, C or D for questions 5-6) which fits best according to what you hear. There are two questions for each extract.

Extract 1

You hear two friends talking about star signs.

- What does the man say about his sister?
 - A She was born in the same month as him.
 - B She believes that the stars guide our lives.
 - C She shares characteristics with the woman.
- They both agree that
 - A some people need help in their lives.
 - B reading star signs can be entertaining.
 - C star signs can contain some good advice.

Extract 2

You hear part of a podcast about the meaning given to the stars by different cultures.

- What does the woman say about the Milky Way?
 - A One culture believed it was an animal.
 - B There are lots of different explanations.
 - C It is always described in terms of liquid.
- Hungarian myths described the Milky Way as
 - A a mother's milk.
 - B a river in the sky.
 - C a road of soldiers.

NE STUDENT'S BOOK

Skills Practice 2, p. 115

Wybór wielokrotny (ABC | ABCD)

B2+/C1

Extract 3

You overhear two friends talking about a hobby one of them has just taken up.

- What does the woman say about the telescope?
 - A It is too big for her to carry on her own.
 - B She has been waiting for it for a long time.
 - C She doesn't want to take it on public transport.
 - D She's texted the shop to say she's coming to collect it.
- How does the man feel about his experience with a telescope?
 - A It was a waste of time for him.
 - B He was too young to really enjoy it.
 - C His school made him take one home.
 - D The cold weather spoiled it for him.

Istotną rolę w przygotowaniu do rozwiązywania zadań ze słuchu pełni trening strategii uczenia się, który w serii *New Enterprise* jest realizowany m. in. w ramach **Study Skills**.

NE STUDENT'S BOOK

U2, p. 16

Wybór wielokrotny (ABC)

B2+/C1

Listening

- 3** Listen to a dialogue and for questions 1 and 2 choose the answer (A, B or C) that fits best.

Study Skills

Read the task to get an idea what the dialogue will be about. Read the questions and answers and think about what you will listen for (specific information, purpose, attitude, feelings, etc). The information may come from anywhere in the extract and be paraphrased. Do not choose your answers before you listen to the whole dialogue.

- The man hadn't realised that
 - A there was a total eclipse in 2016.
 - B a total eclipse has an effect on animals.
 - C a total eclipse makes the Earth go as dark as night.
- The woman felt
 - A disappointed it lasted so little time.
 - B scared about the fate of the birds.
 - C worried about the reaction of the observers.

- 4** **Listening**   You will hear five short extracts in which people are talking about changing jobs. While you listen you must complete both tasks.

TASK ONE

For speakers 1-5, choose from the list (A-H) the reason each speaker gives for changing jobs. There are three extra options.

- A needed a permanent position
- B did not want to commute
- C moved to the head office
- D wanted a company car
- E needed a better pension scheme
- F was looking for a higher wage
- G did not get on with previous colleagues
- H felt overwork was affecting my quality of life

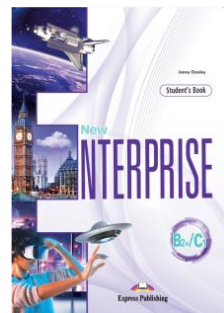
Speaker 1

Speaker 2

Speaker 3

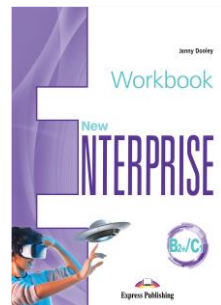
Speaker 4

Speaker 5



NE STUDENT'S BOOK
Skills Practice 2, p. 119
Dobieranie (5 wypowiedzi)

B2+/C1



NE WORKBOOK
Skills Practice A, p. 18
Dobieranie (5 wypowiedzi)

B2+/C1

- 8** **★★**  Listen to five people talking about their shopping habits and match them to the sentences. Three are extra.

- A Big companies should change their practices, not me.
- B I need to reduce my wastefulness for the sake of my job.
- C My main responsibility is not to damage the planet.
- D I want to get a completely new look.
- E Changing my shopping habits will have social benefits.
- F Saving money is the only thing I care about.
- G Even though I shop online, I don't feel guilty.
- H I am going to learn a new skill to help me buy less.

Speaker 1 ☐Speaker 2 ☐Speaker 3 ☐Speaker 4 ☐Speaker 5 ☐

Uzupełnianie luk w zdaniach

Zadanie 3. (0–4)

Usłyszysz dwukrotnie wywiad na temat ciekawego projektu ekologicznego. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 3.1.–3.4., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- 3.1. In the *Floating Doctors* project, Justin was responsible for _____
_____ in the locations where the project operated.
- 3.2. Michelle and Justin came up with the idea of travelling along a single line of longitude because they wanted their project to be _____.
- 3.3. During their stay in the Arctic, Michelle discovered that she _____
_____ than Justin.
- 3.4. Wave action and sun degradation are mentioned as factors which
_____. This is a serious threat for
sea creatures.

W zadaniu, oprócz umiejętności znajdowania w wypowiedzi określonych informacji, sprawdzana jest także umiejętność przetwarzania wypowiedzi – zdający powinien potrafić przekazać w języku obcym informacje sformułowane w tym języku. To oznacza, że prawidłowa odpowiedź często wymaga sparafrazowania informacji z wypowiedzi i dostosowania jej do otoczenia luki, a nie wpisania słów/wyrażeń usłyszanych w wypowiedzi. Przykładowo, odpowiedzią oczekiwaną w zadaniu 3.1. jest *taking pictures/ taking photos*, którą zdający formułuje na podstawie następującego fragmentu wypowiedzi: *Justin is a photographer and his task on the project was to visually document the cultures and rural environments in each of the places we visited*. Odpowiedzi akceptowalne to także: *photographing / being a photographer / making photos keeping a visual record / visually documenting the cultures on photos*. W każdym przypadku zdający musi przetworzyć zasłyszaną informację tak, aby pasowała do otoczenia luki.

Transkrypcja

Interviewer: Today our guest is Michelle Stauffer. Together with Justin Lewis you created the *70 Degrees West* project. Could you tell us first how you two got to know each other?

Michelle: Justin and I met while working on another project called *Floating Doctors*. I had taken a semester off university to help build a boat that would eventually be a mobile clinic that sailed to remote regions of the world to provide free health care. Justin is a photographer and his task on the project was to visually document the cultures and rural environments in each of the places we visited. That was four years ago, and we've been working together ever since.

Interviewer: What was that specific moment when you came up with the idea for your latest project?

Michelle: One day Justin took me on a surprise camping trip to West Point Inn. We began talking about developing a new project that would have the potential to bring about real change. That was when *70 Degrees West* was born. Initially we started discussing the idea of circumnavigating the globe by boat. We were sure that could raise awareness about global issues but we were determined to come up with something truly pioneering, which hadn't been done before. And then it suddenly came to me! We could travel along a single line of longitude around the entire Earth and focus on various locations on that longitude where the environments or cultures were at risk due to the pressures for change in the outside world. Once we got home, we opened up an atlas and chose the longitude 70 degrees West.

Interviewer: Which location on your journey along that longitude do you remember most?

Michelle: Spending two months in the Arctic Circle. Greenland is the most isolated, lonely and beautiful place I've ever been to. We spent many nights under the midnight sun, with a magical palette of colours above our heads. There was just one minor issue. The nights usually ended with me freezing, wishing I had kept that fourth layer on and pacing anxiously while Justin was setting up his camera or packing up the masses of equipment he carries around with him. Justin rarely worried about the cold.

Interviewer: I know that you also had the chance to see an oceanic garbage patch with your own eyes. What was your experience of that?

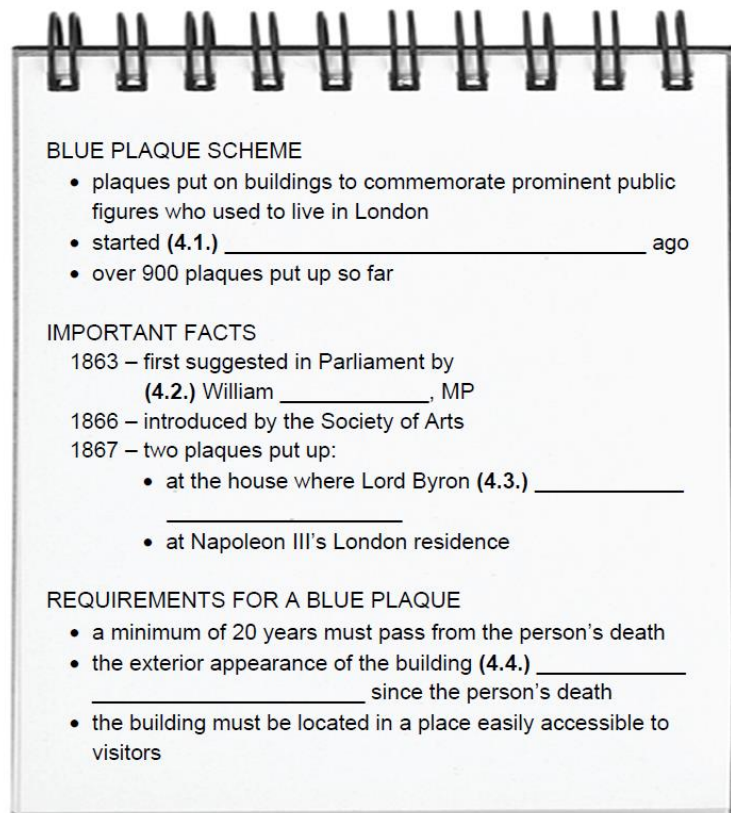
Michelle: Oh, yes. Picking up a piece of plastic covered in ocean algae and discovering the edges have been torn off by fish bites quickly makes the situation very clear. When you sail through the open ocean, the larger plastic objects catch your eye first - buckets, bleach bottles or plastic crates. However, we have to be aware that, due to wave action and sun degradation, all this garbage slowly turns into bite-sized micro-plastic fragments. This is the real problem, because eventually they are mistaken for food by marine creatures. When you look at a piece of plastic covered in fish bites, a heavy feeling of sadness and responsibility builds up inside you. And you know that action has to be taken immediately to stop this madness.

Interviewer: I hope more and more people will realize that. Thank you, Michelle!

Uzupełnianie luk w notatce

Zadanie 4. (0–4)

Usłyszysz dwukrotnie wypowiedź na temat niebieskich tablic pamiątkowych umieszczanych na budynkach w Londynie. Na podstawie informacji zawartych w nagraniu uzupełnij luki 4.1.–4.4. w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.



BLUE PLAQUE SCHEME

- plaques put on buildings to commemorate prominent public figures who used to live in London
- started (4.1.) _____ ago
- over 900 plaques put up so far

IMPORTANT FACTS

1863 – first suggested in Parliament by
(4.2.) William _____, MP

1866 – introduced by the Society of Arts

1867 – two plaques put up:

- at the house where Lord Byron (4.3.) _____
- at Napoleon III's London residence

REQUIREMENTS FOR A BLUE PLAQUE

- a minimum of 20 years must pass from the person's death
- the exterior appearance of the building (4.4.) _____ since the person's death
- the building must be located in a place easily accessible to visitors

Transkrypcja

Blue plaques, commemorating famous people who have lived in London, are among the most familiar features of the capital's streetscape. They adorn the façades of buildings in many areas of the city. Some of these buildings are grand, others look very ordinary. What they all have in common is that a remarkable person lived or worked there at some point in history.

The blue plaque scheme has been running for over 150 years and is one of the oldest of its kind in the world. So far, the capital has seen more than 900 official blue plaques installed.

The idea of a commemorative plaque scheme was first put to the House of Commons in 1863 by the MP, William Ewart, spelled E-W-A-R-T. Three years later the Society of Arts launched the scheme. It installed two plaques in 1867. The first commemorated the poet Lord Byron at his birthplace, 24 Holles Street, Cavendish Square, but this house was demolished in 1889. This makes the second plaque, commemorating Napoleon III, the earliest surviving one. It was installed on his London residence in King Street.

Nowadays the scheme is run by *English Heritage*. For someone to be honoured with a plaque, the proposed recipient must have died at least 20 years before the nomination proposal is made. This is to help ensure that the decision to shortlist a candidate is made with a sufficient degree of hindsight. In addition, the building must look as it did in the times when the person was alive, and must be in a location the public can easily reach.

Na podstawie: <http://www.english-heritage.org.uk>; <http://www.discoverbritainmag.com>

! Luki do uzupełnienia mogą się pojawić w różnego rodzaju formach pisemnych - najczęściej w notatce (w postaci skróconej w punktach lub w postaci ciągłego tekstu), formularzu, tabeli, wpisie na blogu lub w pojedynczych zdaniach.

Przykład z języka francuskiego

Zadanie 3. (0–4)

Usłyszysz dwukrotnie audycję radiową. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 3.1.–3.4., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku francuskim.

3.1. Sous quelle forme portait-on des perles à la Renaissance ?

3.2. Pourquoi l'impératrice d'Autriche a mis son bijou de perles dans l'eau de mer ?

3.3. De quelle manière Coco Chanel a-t-elle réussi à populariser la perle de culture ?

3.4. Pourquoi certaines personnes déconseillent aux mariées de porter des perles le jour du mariage ?

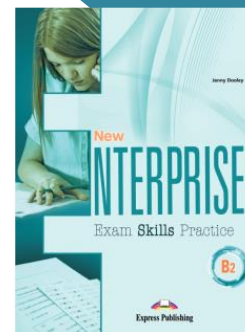
Zadanie wymaga udzielenia odpowiedzi na pytania, zatem kluczowe jest przekazanie komunikatu. Wpisywane odpowiedzi powinny być krótkie - zmniejsza się wtedy ryzyko popełnienia błędów.

Transkrypcja do zadań 3. i 4.

Aujourd'hui, nous allons vous présenter la petite histoire du collier de perles. Pour beaucoup, c'est l'accessoire de la grand-mère par excellence. Et pourtant, la perle a toujours fasciné les gens. Il faut dire que le collier de perles était au début le bijou des hommes. Par exemple, en Inde, il apparaissait au cou des maharajas et des brahmanes. Il était signe de puissance et de richesse, mais il symbolisait aussi la pureté et la plénitude. Puis, cette mode est arrivée en Europe. À la Renaissance, les grands seigneurs portaient non seulement des colliers mais également des perles aux oreilles. Mais, à un moment, les femmes s'en sont aussi emparées et le collier est devenu emblématique de leur univers. Outre leur exotisme et leur beauté, les perles fascinaient par le mystère qui entourait leur formation. On croyait alors que c'étaient des gouttes de rosée tombées dans une huître. En réalité, la perle naît d'un grain de sable déposé par la nature dans le coquillage qui, gêné, va le couvrir de nacre. Sa rareté explique que depuis la Renaissance, le collier de perles faisait partie des bijoux des couronnes d'Europe. Il est intéressant de parler ici de Sissi, impératrice d'Autriche, qui a reçu de son mari un splendide collier de perles. Un an avant sa mort, elle a eu l'impression que son collier devenait plus mat. Elle a donc eu l'idée de le faire séjourner dans de l'eau de mer. L'époque Art déco raffolait de la perle. Sa forme, comme sa couleur, répondait à l'esthétique du moment. Dans ces années-là, l'homme a appris à la cultiver. La perle de culture est alors née et le collier de perles s'est enfin démocratisé. C'est Coco Chanel qui a permis la diffusion de la perle de culture. Elle en a porté énormément et elle les faisait porter à ses clientes. C'est grâce à elle qu'ont été levés les préjugés qui existaient contre cette perle, qui était moins appréciée que la naturelle et qui n'a pas été très bien acceptée ni par les négociants ni par les joailliers de l'époque.

La magie de la perle reste intacte et un bon nombre de mythes sont conservés encore aujourd'hui. On attribue aux perles une influence bénéfique sur la santé. Comme symbole d'amour et de pureté, elles sont aussi associées au mariage. Mais dans plusieurs pays, on considère de mauvais augure que la mariée porte des perles le jour de son mariage car elles représentent les larmes qu'elle versera dans sa vie matrimoniale. Il n'empêche que cette petite sphère garde toujours son charme et représente la quintessence de l'élégance.

Na podstawie: <http://apprendre.tv5monde.com>



NE EXAM SKILLS PRACTICE

U10, p. 22

Zdania/tekst z lukami

B2

- 1** Usłyszysz dwukrotnie fragment audycji radiowej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1-4 w notatce. Luki należy uzupełnić w języku angielskim.

Notes

Dr Harrison has been **1)**
the claims that some health foods make.

Some breakfast cereals contain a(n) **2)**
amount of sugar.

The doctor recommends **3)**
the label of everything we buy.

According to Dr Harrison, the **4)**
food is fresh food from local sources.

Podobnie jak w zadaniu z *Informatora*, aby udzielić prawidłowej odpowiedzi należy sparafrazować zasłyszaną informację. Przykładowo, odpowiedzią oczekiwaną w lukę **2)** jest *large/ huge* etc., natomiast w nagraniu pojawia się następujący fragment: *Well, it might surprise you to find out that these cereals are full of sugar and a long list of chemicals*. Podobnie w przypadku luki **3)** – zdający słyszy: *You really ought to check the label of everything you buy.*, a w lukę wpisuje *checking* (ewentualnie *that we should/ought to check*).

NE EXAM SKILLS PRACTICE

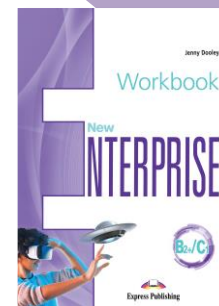
U12, p. 26

Odpowiedzi na pytania

B2

- b)** Na podstawie informacji z nagrania do zadania 1a odpowiedz krótko na pytania 1-5. Na pytania należy odpowiedzieć w języku angielskim.

- 1** How often is the 'Silent Night' protest?
.....
- 2** When is the 'Rain or Shine' demonstration?
.....
- 3** Where are industrial chemicals being illegally released?
.....
- 4** What is increasing and causing a major problem?
.....
- 5** How much will the polar bear population have dropped by 2050?
.....

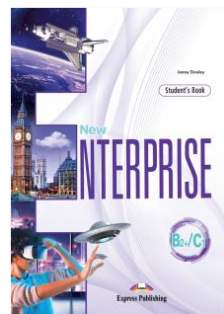


NE STUDENT'S BOOK
U12, p. 102
Zdania z lukami

B2+/C1

Listening

- 3 Listen to a professor called Ann Riordan talking about social change and complete sentences 1-6 with a word or short phrase.



NE STUDENT'S BOOK
U4, p. 34
Odpowiedzi na pytania

B2+/C1

Listening

- 3 You will hear two people discussing job contracts. Write short answers to questions 1-5.
- 1 What negative effect of gig work does Gary mention?
 - 2 What does Linda say about pay on zero-hours contracts?
 - 3 Name ONE advantage Linda mentions when doing gig work as opposed to working zero hours.
 - 4 What does Linda think is the secret to being successful as a freelancer?
 - 5 Why does Gary still prefer his permanent office job?

NE WORKBOOK
Skills Practice D, p. 72
Tekst z lukami

B2+/C1

- 9 Listen to a sociologist talking about influencer marketing and complete sentences 1-6 with a word or short phrase.



Influencer marketing focuses on 1)
In the past, influencer marketing involved a 2)
..... in a TV advert or on a billboard. People
represent companies through branded content on personal
3), such as Instagram, Snapchat,
Twitter and YouTube. Social media is a new way for brands
to connect with consumers 4)
Social media brand influencers are one of the biggest
5) of the 21st century.
Social media influencer marketing has successfully changed
the way that brands 6) customers.

Pros & cons of evolutionary change

In the past, societies changed 1)
People are happier with change that is 2)
An 3) needs more carers.
Pay parity has not been reached in 4)
Those against evolutionary change think people don't change
5)
The speaker believes that those who want change must be 6)
those who find it harder.

ROZUMIENIE TEKSTÓW PISANYCH

ZADANIA ZAMKNIĘTE

- wybór wielokrotny
- dobieranie

ZADANIA OTWARTE

- zdania/tekst z lukami
- odpowiedzi na pytania

ZADANIA ZAMKNIĘTE

- ☐ 1 pkt – poprawna odpowiedź.
- ☐ 0 pkt – odpowiedź niepoprawna albo brak odpowiedzi.

ZADANIA OTWARTE

- ☐ 1 pkt – poprawna odpowiedź (oczekiwana lub akceptowalna) – odpowiedź komunikatywna dla odbiorcy, zgodna z poleceniem oraz wskazująca na to, że zdający zrozumiał tekst.



Akceptowane są również odpowiedzi nieujęte w zasadach oceniania, jeżeli są merytorycznie poprawne i spełniają wszystkie warunki zadania.

Jeżeli lukę należy uzupełnić dłuższym fragmentem tekstu lub zadanie wymaga odpowiedzi pełnym zdaniem, kluczowe jest przekazanie komunikatu.

- ☐ 0 pkt – odpowiedź niepoprawna albo brak odpowiedzi.



Odpowiedź nie jest akceptowana, jeśli zdający:

- popełnia błędy, które zmieniają znaczenie wyrazu lub powodują, że użyty wyraz nie byłby rozumiany przez odbiorcę jako wyraz, którym zdający powinien uzupełnić tekst lub powodują, że odpowiedź jest niejasna, dwuznaczna lub wieloznaczna;
- używa zapisu odzwierciedlającego brzmienie wyrazu zamiast zapisu w poprawnej formie ortograficznej, np. *buk* zamiast *book*;
- udziela odpowiedzi, która nie jest logiczną odpowiedzią na pytanie lub która nie jest wystarczająco precyzyjna lub nie łączy się logicznie i/lub nie jest spójna z fragmentami tekstu otaczającymi lukę;
- udziela dwóch odpowiedzi, z których jedna jest poprawna, a druga – błędna; podaje poprawną odpowiedź, ale uzupełnia ją elementami, które nie są zgodne z tekstem;
- udziela odpowiedzi w innym języku niż wymagany w danym zadaniu;
- popełnia błąd zapisu uzupełniając lukę liczebnikiem, numerem telefonu, godziną lub wyrazem/wyrazami o wysokiej frekwencji w języku angielskim (np. *surgary* zamiast *surgery*; *disapped* zamiast *disappeared*). W tym przypadku wymagana jest pełna poprawność zapisu. Błędy językowe i/lub ortograficzne są dopuszczalne (o ile nie zakłócają komunikacji, a odpowiedź wskazuje, że zdający zrozumiał tekst) w przypadku, gdy lukę należy uzupełnić wyrazem/wyrazami o niskiej frekwencji w języku angielskim.



W konkretnym arkuszu egzaminacyjnym mogą zostać określone wyjątki od powyższych zasad, np. dopuszczające uzgodniony katalog błędów w przypadku danego wyrazu.

Dobieranie tekstów/części tekstu do zdań

Zadanie 5. (0–5)

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (5.1.–5.5.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.

Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author		Answer
5.1.	suggest that the public did not warmly welcome the idea of the Great Exhibition?	
5.2.	mention the person who came up with the name commonly used for the building?	
5.3.	refer to an event which inspired the idea of having the Great Exhibition in London?	
5.4.	state that none of the people on the committee was suitably qualified for the task?	
5.5.	describe an unsuccessful attempt to choose an appropriate design?	

Zadanie może być oparte na 3 lub 4 tekstach lub częściach tekstu. Zwykle jeden tekst lub jedna część tekstu pasuje do dwóch zdań.

Zazwyczaj w zadaniu sprawdzane są umiejętności znajdowania w tekście określonych informacji; wyciągania wniosków wynikających z informacji zawartych w tekście; określania intencji, nastawienia i postawy nadawcy/ autora tekstu; odróżniania informacji o faktach od opinii; rozpoznawania informacji wyrażonych pośrednio oraz znaczeń przenośnych.

CRYSTAL PALACE

- A. In the autumn of 1850, in Hyde Park in London, a most extraordinary structure was built: a giant iron-and-glass greenhouse covering nineteen acres of ground with enough room for four St. Paul's Cathedrals. During the short time of its existence, it was the biggest building on Earth. Known formally as the Palace of the Great Exhibition of the Works of Industry of All Nations, it was undeniably magnificent, but all the more so for being so startlingly glassy and so unexpectedly there. Douglas Jerrold, a columnist for the weekly magazine *Punch*, nicknamed it the Crystal Palace, and the term stuck.
- B. The exhibition for which it was conceived was the dream of a civil servant named Henry Cole, whose other principal claim to fame is as the inventor of the Christmas card. In 1849, Cole visited the Paris Exhibition and was keen to try something similar in London, but grander. He got some prominent figures, including Prince Albert, interested in the concept of such a stunning display, and on January 11, 1850, they held their first meeting and set the date of the opening for May 1 of the following year.
- C. This gave them slightly less than sixteen months to design and erect the building, install tens of thousands of exhibits from every quarter of the globe, fit out restaurants, employ staff, and do a million other things, in a city whose residents weren't at all convinced they wanted such a costly and disruptive event. It seemed an unachievable goal. In an open competition, 245 designs were submitted and all of them were rejected as unworkable. So another committee was set up. Its members had the daunting task of coming up with a design worthy of the greatest exhibition in history and they had only ten months to do it.
- D. Of its members, only Isambard Kingdom Brunel had some experience of large-scale projects, but definitely not adequate for this one. The structure they proposed was an unhappy misfit. It looked like something created in a hurry by four men each working separately. Into this unfolding crisis stepped the calm figure of Joseph Paxton. When he learned that the commissioners of the Great Exhibition in London were struggling to find a design for their hall, it occurred to him that something like the hothouses he had constructed might work.

Dobieranie zdań do luk w tekście

Zadanie 6. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (6.1.–6.4.) 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.

FAIRYTALE STATE COACH PREPARED FOR ITS ANNUAL OUTING

For eleven and a half months of the year, the Lord Mayor of London's State Coach is one of the largest and most precious objects in the Museum of London collection. **6.1.** _____ The coach fits through with barely 50cm clearance, and is then towed away to be prepared for its annual journey.

A new Lord Mayor of London, who represents and promotes businesses and residents in the City of London, is elected every year. Before being sworn in, he or she is driven in the coach from the Mansion House to the law courts on the Strand in a long procession known as the Lord Mayor's Show. **6.2.** _____ Having survived plagues and fires and countless wars and rebellions, the parade hasn't changed much since the first journey in the 13th century. Originally it was held on the river but once the roads improved, the City ordered the magnificent coach to be constructed for the ceremony.

The coach is in remarkable condition, given that the last conservation work was carried out for the coronation procession in 1952. **6.3.** _____ The rules of the Lord Mayor's Show have also

Zadanie typu dobieranie zdań do luk w tekście sprawdza umiejętność rozpoznawania związków między poszczególnymi częściami tekstu.

Usuniętych może być 4 lub 5 zdań albo fragmentów tekstu. Zwykle jedno zdanie lub jeden fragment tekstu jest podany dodatkowo.

remained the same for centuries. For example, when the Lord Mayor rides in the coach, protocol requires it to be drawn by six horses. If the sovereign is to board it, the number is increased to eight.

Organising the event is demanding as there can be no dress rehearsal of a three-mile procession. Last year there was almost a disaster when the carriage came to a halt after one of the enormous wheels jammed. **6.4.** _____ Later they found that the sand with which the streets are specially covered to give the horses better grip had got into the wheel and clogged it up. Such a thing had never happened before, but this time an extra layer had been laid as it was feared the first lot had been washed away by torrential rain.

Na podstawie: M. Alexander, *A Companion to the Folklore, Myths & Customs of Britain*

- A. Almost all of it is still original, including the magnificent paintings that decorate its outside, depicting the virtues of truth, justice and fortitude.
- B. Having failed to get the coach moving again, the coachman and his team asked the Lord Mayor to transfer to a brand-new Land Rover!
- C. On the way, the coach was stopped and to the cheering crowd's delight the Lord Mayor in his splendid outfit swore allegiance to the Crown.
- D. Yet, every November, an iron gate in a grey concrete wall creaks open, and astonished onlookers stare at the fairytale vehicle slowly emerging.
- E. With up to six thousand participants, the event is claimed to be the oldest of its kind in the world.

- 2 Przeczytaj złożony z trzech części (A-C) tekst na temat dziwnych angielskich zawodów sportowych i zdania 1-4. Do każdego zdania dopasuj właściwą część tekstu. Wpisz odpowiednie litery (A-C) obok zdań. **Uwaga!** Jedna część tekstu pasuje do dwóch zdań.

Strange English Sports

A	Gurning is an old English sport which involves making the ugliest facial expression you can. There's only one rule really – male and female contestants of all ages have to put their head through a leather horse collar and then make the face. But with an annual world championship, it's a serious business. One contestant even had all his teeth taken out so that he could gurn better!
B	The World's Biggest Liar has been held in Cumbria, England, every year for the last three thousand years, making it older than the Olympic Games. Okay, that's not true, but that's what contestants have to do to win in this sport – tell lies. In reality, it started in the 19th century. Nowadays, winners have to be convincing, informative and, most of all, entertaining.
C	The English don't just have eggs for breakfast, they also like to throw them to each other in the World Egg Throwing Championships. Originating in 1322 when a priest offered eggs to people to go to church, egg throwing is exactly as it sounds. All you have to do is throw an egg to your partner 10 metres away. Drop the egg or break it and you're out!

Which sport

1	requires everyone in the competition to be creative?	
2	needs two people working together to win?	
3	uses a piece of equipment usually found on farms?	
4	began as a way of attracting people somewhere?	

The Sound of Silence

It's a warm summer's day in the forest and you've travelled out from the city to appreciate the natural world in all its glory. Breathe in that fresh air! Listen to the silence – such a change from the constant noise and pollution of the traffic in the city. Hang on, though, it's just a little bit too quiet. Where are the birds singing in the trees? That's not normal, is it? **1)** That's because our destruction of natural habitats is leading to absolute silence from the natural world.

Bernie Krause is a soundscape ecologist. He calls that silence the sound of extinction. He has crossed continents to record the sounds of over 15,000 species. It has taken him almost 50 years and his 5,000 hours of recordings may now be the only way we are able to hear some of these animals. Krause has recorded the sounds of sea life around a healthy coral reef and compared it to the sounds nearby in coral that has been damaged. **2)** One is alive with noise from living creatures, the other deathly silent.

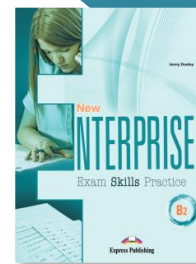
Krause believes that, "a great silence is spreading over the natural world even as the sound of man is becoming deafening." **3)** Wildlife has either become extinct or moved far away from the harm that human development does. He can hear the results. His recordings of the Sierra Mountains in the USA were originally taken in the early 1980s. **4)** Perhaps the only environments that have so far survived are those far away from human destruction in places such as Alaska, Northern Canada, Siberia and some areas of South America. But even these are under threat.

The sound of silence from the natural world is becoming the new normal. Habitats are being lost and the ones that remain are either too polluted or too close to humans for many species to live in. It's a sad silence, but maybe it's time for us to make some noise. **5)** We need to raise our voices in campaigns to stop the destruction of animals' homes. It's time to tell the authorities that this cannot continue. It's time to break the silence with a loud 'No more!'.

- 2 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę literę, którą oznaczono brakujące zdanie (A-G), tak aby otrzymać spójny i logiczny tekst. **Uwaga!** Dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

- A The difference is astonishing and depressing.
- B Not the kind that is causing all the damage, but a positive noise.
- C Krause is also a musician who's worked with stars like Bob Dylan and George Harrison.
- D Almost forty years later, the animal sounds that once inhabited that landscape are now gone for ever.
- E Its title is, appropriately, *The Great Animal Orchestra*.
- F Well, sadly, no, it's not how the forest should sound.
- G The once wonderful diversity of animal and sea life is being reduced every year.

W zadaniu sprawdzającym umiejętność rozpoznawania związków pomiędzy poszczególnymi częściami tekstu ważna jest zdolność do dobierania usuniętych zdań tak, aby pasowały do otoczenia luki (zarówno przed nią, jak i po niej).



NE STUDENT'S BOOK

U2, pp. 11-12

Dobieranie zdań do luk w tekście

B2+/C1

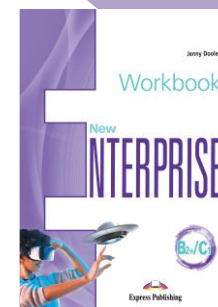


NE WORKBOOK

U7, p. 43

Dobieranie tekstów do zdań

B2+/C1



The Swift-Tuttle comet is in an orbit that takes it far out beyond the last planet in the Solar System and then back in to the inner planets. As it **approaches** the sun, it heats up, giving off a stream of water and dust, which remain in space. When our planet passes through this debris every summer, it produces probably the most impressive meteor shower on Earth – the Perseids. **1) ...** But though the Swift-Tuttle comet is the creator of this display, it gets no credit. So where does the name 'the Perseids' come from? All meteor showers appear to come from one point in the sky, which astronomers call the 'radiant' of that meteor shower. **2) ...** Next to it **lie** the constellations Andromeda and Pegasus, above it Cassiopeia and below

However, on his way back, Perseus **spied** a beautiful woman called Andromeda tied to a rock by the sea. Her mother, Queen Cassiopeia, had **angered** Poseidon, the god of the sea, by boasting her daughter was lovelier than his sea nymphs. Poseidon had sent Cetus, a terrible sea monster, to destroy her kingdom, and demanded Andromeda's sacrifice. **4) ...** But before it could, Perseus flew in on his winged horse, Pegasus, and showed it the head of Medusa. Cetus was instantly turned to stone. Perseus married Andromeda and they had seven sons, who were known as the Perseids.

5) ... For example, they guided sailors across the vast dark sea and announced the passing of the seasons, for farmers to know when to plant and when to harvest. The people of ancient times had to know every star and planet **by heart**, and the best way was to put them in stories. When they looked up

Reading & Listening

- 3** Look at the text. What is it about?
Where could you see it?

Study Skills

Text organisation structure

Read the text quickly to get the general idea. Identify the main idea of each paragraph. Read the sentences and look for connecting words or ideas e.g. linking words, pronouns, determiners, verb tenses, repetition, examples, etc. Read again and check if there is something before/after the gaps to connect the sentences to the paragraphs. Read the completed text to see if it makes sense.

- 4** Read the text and complete gaps 1-6 with sentences A-G. One sentence is extra.

Listen and check. Then explain the words in bold.

- A As a result, Perseus was able to creep up on the monster and cut off her head, which he took to show Polydectes.
B The Queen gave in to his terrible demand, and left her daughter for the monster to take.
C For the Perseids, this point is the constellation of Perseus, which hangs low on the horizon in the north-east of the northern hemisphere.
D Planets Neptune and Uranus were named this way, as well as moons such as Jupiter's Io and Callisto.
E However, Polydectes and Cassiopeia had one more monster for Perseus and Andromeda to face.
F At the shower's maximum activity, observers see 50-100 shooting stars streaking across the sky per hour.
G For people in the time before maps and compasses, the celestial bodies were vitally important.

MEDICAL TECHNOLOGIES

Technological advancements are changing the realm of healthcare on a daily basis, revolutionising how we treat illnesses, perform surgeries and search for cures. Four experts tell us how they see technology changing the field of healthcare.

A Automated machines and robotic technology are used in laboratories, and robots can be found in operating theatres performing delicate and complex surgeries. However, I think we have to be cautious when considering the wider applications of robotics within the healthcare field. Robots may simplify the duties of healthcare professionals and perform some tasks with greater safety and accuracy, but the human aspect of healing cannot be ignored. A robot can never replace a surgeon, for example, as human bodies are not identical, and critical situations can change quickly. Likewise, while humanoid robots may deliver food or medication to patients in hospital, they will never replace the care, emotional support and human touch of a nurse or caregiver that is so crucial to recovery and positive medical outcomes.

Leslie Chan, Professor of Nursing Studies

C Nanotechnology has changed the way we do many things at the hospital, and it's exciting to think about how it will be used in the future. A familiar example of nanotechnology is the tiny, pill-sized camera doctors use to perform internal examinations far less invasively. Scientists are currently working on nanotechnology projects such as 'electronic pills' placed on a patient's body which administer medicine automatically, or can sync up to a smartphone app. While I'm empathetic to the idea that 'microchips' or other nanotechnology embedded in our bodies may seem like the stuff of science-fiction nightmares, the positive implications cannot be underestimated.

Bernard Petite, Nanotechnology Specialist

B In my opinion, the most exciting technological developments in healthcare are wearables, trackables and sensors. I'm referring to devices like smart watches, which monitor and record health data, and special suits that aid those with mobility issues. From a preventative medicine standpoint, tracking and sensing technologies allow us to have a much clearer picture of our health. This in turn enables us to make more positive lifestyle choices such as getting more exercise or dedicating more time for sleep. These devices also have enormous potential to improve the lives of those experiencing health problems. New wearable sensors allow diabetics to check blood sugar levels without drawing blood. Physio patients are re-learning to walk aided by special equipment which senses and stimulates muscle movement. The possibilities are truly endless.

Stavros Chronopolous, R&D Director

D 3D printing has changed healthcare. We are able to create things we never thought possible. In 2019, researchers in New

- 8** ★★ Read the four texts. For questions 1-4, choose from the texts A-D. The texts may be chosen more than once. Which expert ...

- expresses a need to examine the moral impact of advancing medical technologies?
- does not mention any negative aspects of technology in healthcare?
- focuses on the limitations of applying technology in healthcare?
- understands people's hesitation to adopt some forms of medical technology?



Zadanie dwuczęściowe, oparte na **dwóch tekstach**, które zwykle łączy podobny temat.

- **TEKST 1: ZADANIE ZAMKNIĘTE** – wybór wielokrotny (A, B, C, D).

W tej części sprawdzane są najczęściej umiejętności znajdowania w tekście określonych informacji; wyciągania wniosków wynikających z informacji zawartych w tekście; układania informacji w określonym porządku; określania intencji, nastawienia i postawy nadawcy/autora tekstu; odróżniania informacji o faktach od opinii, rozpoznawania informacji wyrażonych pośrednio oraz znaczeń przenośnych; określania głównej myśli tekstu lub fragmentu tekstu.

- **TEKST 2: ZADANIE OTWARTE** – uzupełnianie luk w tekście/zdaniach lub odpowiedzi na pytania (w języku angielskim).

Zadanie sprawdza umiejętność przetwarzania wypowiedzi (mediacji językowej). Przede wszystkim sprawdzana jest umiejętność przekazania w języku obcym informacji sformułowanych w tym języku obcym.

Zadanie 7. (0–8)

Przeczytaj dwa teksty związane z zegarami. Wykonaj zadania 7.1.–7.8. zgodnie z poleceniami.

Tekst 1.

THE CLOCKS

At 19 Wilbraham Crescent, the machinery of the Law was in full swing. There was a police surgeon, a police photographer and the fingerprint men. They moved efficiently, each occupied with his own routine. Finally, Detective Inspector Hardcastle arrived, a tall, poker-faced man with expressive eyebrows, and immediately set about ensuring that all he had put in motion was being done, and done properly. He introduced himself to Miss Pebmarsh. He knew a little about her, though their paths had never crossed professionally. But he had seen her about, and he was aware that she was an ex-schoolteacher. A young police constable who had arrived earlier on the scene of the murder had informed him about the mystery of the clocks, and now Hardcastle was determined to find out more.

"Miss Pebmarsh, when you left the house at approximately one-thirty, there were in this room only two clocks, the cuckoo clock and the grandfather clock. No others."

Miss Pebmarsh hesitated briefly, and then replied.

"If I am to be absolutely accurate, I could not swear to that statement. Being blind, I would not notice the presence of anything not usually in the room. That is to say, the last time I can be sure of any of the contents of this room was when I dusted it early this morning. Everything then was in its place, I usually do this room myself despite my disability, as cleaning women are likely to be careless with ornaments."

"Did you leave the house at all this morning?"

"Yes, when my cleaning woman arrived, I went as usual to the Aaronberg Institute. I left around 10 o'clock and returned here at about quarter to one. I made myself some scrambled eggs in the kitchen and a cup of tea and went out again, as I have said, at half past one, I ate my meal in the kitchen, by the way, and did not come into this room."

"I see," said Hardcastle. "So while you can say definitely that at ten o'clock this morning there were no additional clocks here, they could possibly have been introduced some time later."

"As to that you would have to ask my cleaning woman, Mrs Curtin."

"Thank you, Miss Pebmarsh. Now we are left with these following facts and this is where I want you to give me any ideas or suggestions that occur to you. At some time during the day four clocks were brought here. The hands of these four clocks were set at thirteen minutes past four. Now does that time suggest anything to you?"

Miss Pebmarsh shook her head, "Nothing at all."

"Now we pass from the clocks to the dead man. It seems unlikely that he would have been let in by your cleaning woman and left in the house by her unless you had told her you were expecting him. But that we can learn from her. He came here presumably to see you with a particular purpose, either on business or for a personal matter that he wanted to discuss. Between one-thirty and two forty-five he was stabbed and killed. If he came here by appointment, you say you knew nothing of it. The door was unlocked, so he could have come in and sat down to wait for you – but why?"

"The whole thing's ridiculous," said Miss Pebmarsh impatiently. "Do you think that this man brought the clocks with him?"

"There's no sign of a container anywhere," said Hardcastle. "He could hardly have brought four clocks in his pockets. Now, Miss Pebmarsh, think very carefully. Is there any association in your mind, any suggestion you could possibly make about anything to do with clocks, or if not with clocks, say with the *time*? Four-thirteen? Thirteen past four?"

She shook her head.

"I've been trying to say to myself that it is the work of a lunatic or that somebody came to the wrong house. But such an unlikely coincidence still wouldn't really explain anything. No, Inspector, I can't help you."

Na podstawie: Agatha Christie, *The Clocks*

TEKST 1: ZADANIE ZAMKNIĘTE – wybór wielokrotny (A, B, C, D).

Zdający czyta tekst i wykonuje zadanie wyboru wielokrotnego z czterema opcjami odpowiedzi.

W przykładowym zadaniu sprawdzana jest umiejętność:

- wyciągania wniosków wynikających z informacji zawartych w tekście (7.1.);
- układania informacji w określonym porządku (7.2.);
- znajdowania w tekście określonych informacji (7.3., 7.4.).

W zadaniach 7.1.–7.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

7.1. Based on the first paragraph, Detective Inspector Hardcastle's manner can be described as

- A. defensive
- B. confident
- C. absent-minded
- D. compassionate

7.2. Which of the following happened first chronologically?

- A. Miss Pebmarsh returned home to have a meal.
- B. The cleaning woman arrived at Miss Pebmarsh's house.
- C. The clocks in the sitting room were dusted by Miss Pebmarsh.
- D. Someone left the clocks in the sitting room without Miss Pebmarsh's knowledge.

7.3. In his conversation with Miss Pebmarsh, Detective Inspector Hardcastle

- A. asked her to repeat the instructions she had given to the cleaning woman.
- B. speculated that the victim might have come to her house intentionally.
- C. enquired why she had left her house unlocked.
- D. proved that she had lied to him.

7.4. Which of the following sentences is **NOT** true?

- A. Detective Inspector Hardcastle implied that the victim had brought the clocks with him.
- B. The four clocks appeared in the sitting room after 10 a.m.
- C. Miss Pebmarsh was sceptical about the quality of Mrs Curtin's work.
- D. The four clocks showed the same time.

Tekst 2.

EDINBURGH'S CONSIDERATE CLOCK

Arrive in Edinburgh on any given day and there are certain things that can be guaranteed – the Gothic fairy-tale castle, the labyrinth of medieval alleys and lanes, and possibly even the rain. There is something else we can depend on in the Scottish capital. That is the fact that the clock on top of the Balmoral Hotel is always wrong. By three minutes, to be exact. The 58m-high, imposing clock tower has been part of Edinburgh's skyline for more than 116 years, and has (almost) never told the right time - except for on 115 days. Confused?

When the clock, which overlooks Waverley Train Station in the centre of Edinburgh, was installed in the early 1900's, the time was set to be 180 seconds fast. This bold irregularity is, in fact, a historical quirk first introduced in 1902 when the Edwardian-era building opened as the North British Station Hotel. Then, as now, the hotel and its clock overlooked the platforms and signal boxes of Waverley Train Station. The North British Railway Company owners wanted to make sure passengers wouldn't miss their trains. Given an extra three minutes, they reasoned, travellers would have more time to collect their tickets, reach their carriages and load their luggage before the stationmaster's whistle blew. This calculated miscalculation remains with us today.

That the clock is wrong every day of the year is not technically true. Its time is corrected annually to prepare for New Year's Eve, or Hogmanay as Scots call it. On that day the tower welcomes a master clockmaker who remedies the timekeeping error, simply because the clock needs to be right for the traditional countdown to the midnight bells. Beyond that, everyone relies on it being wrong.

The original clock was crafted by Hamilton & Inches, a luxury Edinburgh-based jeweller, and consists of four clock faces. It was wound manually until the 1970s, after which it switched to electricity. At least twice since then, the clock has required urgent intervention. In 2012, the clock ran 90 minutes late after a power cut caused by construction workers. Two years earlier, it stopped, for no apparent reason, for the first time in 108 years.

Today, the wrong time is taken for granted in Edinburgh. If someone wanted to change it, there'd be a public outcry. People have grown used to this inconsistency. It's part of the city's heritage.

Uzupełnij luki w zdaniach 7.5.–7.8. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

7.5. In the title, the author refers to the clock as “considerate” because _____

7.6. The only day of the year when the clock shows the correct time is _____

7.7. _____ why the clock stopped for some time in 2010.

7.8. According to the author, people living in Edinburgh _____
_____ if the clock was set to the right time.

TEKST 2: ZADANIE OTWARTE – uzupełnianie luk w tekście/zdaniach.

Zdający czyta tekst i uzupełnia luki w zdaniach zgodnie z treścią tekstu.

W przykładowym zadaniu sprawdzana jest umiejętność:

- przekazywania w języku obcym nowożytnym [...] informacji sformułowanych w tym języku obcym. (7.5., 7.6., 7.7., 7.8.);
- znajdowania w tekście określonych informacji (7.6., 7.7., 7.8.);
- rozpoznawania informacji wyrażonych pośrednio oraz znaczeń przenośnych (7.5.).

Przykład z języka rosyjskiego

Tekst 2.

ИСТОРИЯ ОДНОЙ ФОТОГРАФИИ. ПОРТРЕТ СТИВА ДЖОБСА

Портреты авторства Альберта Уотсона гарантированно берут за душу. Исключением не стал и снимок гениального изобретателя, предпринимателя и промышленного дизайнера Стива Джобса.

Стив Джобс очень трепетно относился к съёмке своей персоны. Все фотографии отмечали, что работа с главой *Apple* – дело нелёгкое. Он предъявлял ко всем, и, в первую очередь, к себе, очень высокие требования. Стив Джобс мог запросто раскритиковать творческую идею фотографа.

В 2006 году журнал *Fortune* заказал у прославленного портретиста Альберта Уотсона несколько снимков Стива Джобса. Фотограф согласился и договорился с Джобсом о фотосессии. После тщательного изучения уже опубликованных фотографий главы *Apple*, его биографии и многочисленных интервью Уотсон определился со стилистикой – ничего лишнего в кадре, этакое «фото на паспорт».

«Увидев Стива в дверях студии, я сразу же обратился к нему со словами: «Мистер Джобс, у меня для Вас хорошая новость. На нашу съёмку отведено довольно много времени, но я справлюсь всего за 30 минут». Он посмотрел на меня так, будто я преподнёс ему новогодний подарок. Сэкономленное время было на вес золота в его напряжённой жизни», – вспоминает фотограф.

Съёмка началась...

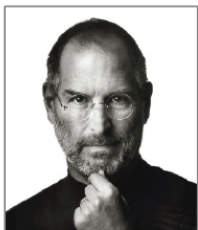
– ОК, Альберт, что Вы хотите, чтобы я делал?

– Я хочу полный контакт Ваших глаз с камерой. Подумайте о проекте, над которым Вы сейчас работаете. Представьте, что перед Вами стоят несколько человек, которые с Вами не согласны, но Вы-то точно знаете, что правы.

– Никаких проблем. Я делаю так каждый день.

Съёмка проходила настолько успешно, что Джобс «подарил» фотографу ещё один час. Среди прочих кадров появился и тот самый знаменитый портрет.

О чём же в момент съёмки думал Джобс? О плеере *iPod*, который стал культовым? А, может, об операционной системе *Mac OS X*? Нет, это было в прошлом. А Джобс был человеком будущего. Стоял 2006 год, и вот-вот должен был выйти первый *iPhone*, которому все предрекали полный провал. Этот новый продукт, презентация которого



состоялась 9 января 2007 года, произвёл настоящую революцию. О нём думал Стив Джобс и, как всегда, точно знал, что прав.

Na podstawie: <https://paninphotoschool.ru>

Odpowiedz krótko na pytania 7.5.–7.8. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku rosyjskim.

7.5. Почему многие фотографии считали, что сделать снимок Стиву Джобсу, – очень непростая задача?

7.6. Какой вывод можно сделать о Стиве Джобсе на основании подчёркнутого фрагмента текста?

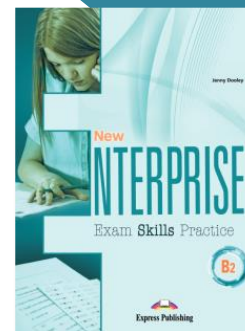
7.7. Какой факт свидетельствует о том, что Стив Джобс был доволен ходом фотосессии с Альбертом Уотсоном?

7.8. Какому важному событию в профессиональной жизни Джобса предшествовала фотосессия для журнала *Fortune*, о которой говорится в тексте?

TEKST 2: ZADANIE OTWARTE – odpowiedzi na pytania.

Zdający czyta tekst i odpowiada krótko na pytania zgodnie z treścią tekstu.
Odpowiedzi należy udzielić w języku angielskim (w tym przykładzie w języku rosyjskim).

ROZUMIENIE TEKSTÓW PISANYCH

ZADANIA ZAMKNIĘTE
I
OTWARTEWYBÓR WIELOKROTNY (A, B, C, D)
I ZDANIA/TEKST Z LUKAMI LUB ODPOWIEDZI NA PYTANIA –
PODOBNE ZADANIA2 Przeczytaj teksty 1 i 2. W zadaniach 1-5 z podanych
odpowiedzi wybierz właściwą, zgodną z treścią
tekstów. Zakreśl literę A, B, C lub D.

Tekst 1

When The Tide Came In

It had been a gloriously hot day, the kind everyone hopes for on holiday, but the day after we would be on a plane back home to the cold winter and freezing rain. Sam and I were making our way back to the hotel, looking forward to a final meal. As we walked into the reception area, we saw the staff ordering guests upstairs. We stared in amazement as a waiter shouted that a tsunami was on its way and that we were all to get as high up as possible.

We didn't know how long the lift would take, so we ran up the stairs. I was ahead of Sam and reached our room first. I had the key in my hand, but I was shaking so badly, I couldn't get it in the door. Sam, caught up with me, took the key and got us into the room. We ran to the window and stared out. There it was moving closer and closer. From where we were, it looked like the beach had been abandoned. The warning must have got through to the ones still enjoying the day's sun. There was an unnerving silence around the scene. And then the wave hit the beach.

We watched as the sea came rolling in, picking up everything in its way. It seemed unstoppable. It didn't stop when it reached the car park and it didn't seem to stop when it reached the hotel. It seemed to go on and on. After a while, though, it calmed, and seemed to be no longer pushing forwards with the same violence. The waters

below us were swirling around and we could make out beach umbrellas and loungers floating on the top. It looked awful. I don't remember how long it took for the sea to go back, as I was in shock, but later looking out, we couldn't believe our eyes.

What had been a five-star holiday resort now looked like a landfill site. Mud covered everything and broken items lay everywhere. We found out later that no one had been hurt thanks to the authorities' early warning. I often wonder what might have happened if we hadn't heard the warning in time. Our last day on holiday might easily have been the very last day we spent alive.

- 1 Why didn't the writer and Sam take the lift?
A It had not been working since they arrived.
B It had already left with all the other guests.
C They thought it might not be fast enough.
D It wasn't safe because of the water damage.
- 2 Sam had to open the door because
A he was the one carrying the keys.
B the writer did not have the strength.
C he was the first to reach the room.
D the writer was too nervous to do it.
- 3 What does the writer not know about the tsunami?
A what the beach looked like afterwards
B how long it took the water to go down
C who gave everyone the early warning
D how many people died in the tsunami

NEW EXAM SKILLS PRACTICE

U5, p. 12

Wybór wielokrotny (A, B, C, D)

B2

Tekst 2

The Effects of Tsunamis

Of course, there can be loss of life with a tsunami, but the effects on the local environment are also devastating. Tsunamis can reach up to 750 kms an hour and the faster it moves, the more powerful it is. They destroy buildings, roads and leave behind water that is unfit to drink. It can take months for normal life to resume in affected areas and even then, locals often believe their lives will never be the same again.

Tsunamis are so powerful they can rip up trees and permanently change the formation of the land and seabed. The saltwater that comes inland can leave fields unable to grow vital crops that many communities need to survive. That's why the first help provided needs to be fresh water and food. The devastation that tsunamis bring reminds us that we do not control nature. As Russel Honoré, an expert in disaster relief, once warned, "People need to be cautious because anything built by man can be destroyed by Mother Nature."

- 4 Which of the following is stated in the text as a fact, not an opinion?
A Tsunamis change local people's lives for ever.
B The strength of a tsunami depends on its speed.
C Tsunamis ruin everything the human race builds.
D Farmers try to grow crops away from the seashore.
- 5 From both texts, we learn
A that food and water are essential after a tsunami.
B about the destruction that tsunamis leave behind.
C that most resorts don't have early warning systems.
D how expensive it is to clean up after a tsunami.

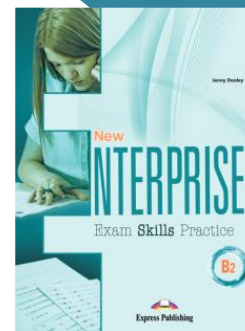
ROZUMIENIE TEKSTÓW PISANYCH

ZADANIA ZAMKNIĘTE
I
OTWARTEWYBÓR WIELOKROTNY (A, B, C, D)
I ZDANIA/TEKST Z LUKAMI LUB ODPOWIEDZI NA PYTANIA –
PODOBNE ZADANIANE EXAM SKILLS PRACTICE
U6, p. 15
Tekst z lukami

B2

NE EXAM SKILLS PRACTICE
U4, p. 10
Odpowiedzi na pytania

B2



- 2 Przeczytaj teksty 1 i 2. Uzupełnij w e-mailu luki 1-3 zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim.

Tekst 1

To: Claire
From: Thomas
Subject: Heard the news!

Hi Claire,
Just heard about the burglary at your house. I'm so sorry to hear that you lost your brand new laptop. Didn't you buy window locks last month? I can't believe they were able to get in and steal everything while you were asleep upstairs. To be honest, it's probably better that you didn't hear them. You might have gone downstairs and then who knows what might have happened? If you're feeling too scared, you can always come and stay at my house or Kate's.

Stay strong,
Thomas

Tekst 2

Lock & Key Security

Sale now on!

Window locks from £5.95

Complete security systems from £695

Have our security experts call round and give you a price.
Phone 0732 878787 now to book an appointment.

To: Claire
From: Kate
Subject: Lock & Key Security

Hi Claire,
I know you're still upset about the 1), so I thought I'd have a look for something to make your house more secure. I found this advert in the local newspaper, so I scanned it and attached it.

The 2) might seem expensive, but you had window locks and they didn't work. You don't have to make up your mind now, but I think you should get one of their 3) call round – it's totally free!

Speak soon,
Kate

- 2 Przeczytaj tekst. Odpowiedz na pytania 1-3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki. Luki należy uzupełnić w języku angielskim.

UFOs in the USA

In New Mexico, USA, there is a celebration of UFOs and aliens, those visitors from other planets. The UFO Festival is held in the town of Roswell and lasts for three days at the beginning of every July. It attracts thousands of UFO fans.

There's lots to see and do during the festival. If you like dressing up, you can create a costume for the Alien Costume Contest. Does your pet look a bit weird? Then why not dress them up to look like a visitor from another planet too? Events include concerts, talks, parades and an Alien Chase. Don't worry – it's just a family-friendly 5 and 10 km walk or run. Everyone can take part as there are categories for all age groups.

So why is the town known as the UFO capital of the world? Well, it's said that a UFO crashed near here in 1947. Apparently, the aliens inside didn't survive, but their bodies were taken to a nearby army base so that scientists could do tests on them. This may or may not be true (and the US army says it isn't), but it's enough for UFO fans to make the long journey to Roswell. Even if they don't find aliens, they'll find lots of new friends at a festival that's out of this world!

- When is the UFO Festival?
The UFO Festival is
- What can pet owners do at the UFO festival?
Pet owners at the UFO Festival can
- Why did the army take the alien bodies according to UFO fans?
According to UFO fans, the army took the alien bodies so that

ROZUMIENIE TEKSTÓW PISANYCH

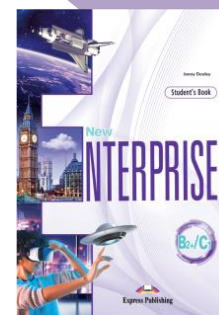
ZADANIA ZAMKNIĘTE
I
OTWARTEWYBÓR WIELOKROTNY (A, B, C, D)
I ZDANIA/TEKST Z LUKAMI LUB ODPOWIEDZI NA PYTANIA –
PODOBNE ZADANIA

NEW STUDENT'S BOOK

Skills Practice 6, p. 122

Wybór wielokrotny i tekst z lukami

B2+/C1

NEW
ENTERPRISE

Reading

- 1 You are going to read two texts about sci-fi shows. For questions 1-7, choose the answer (A, B or C) which you think fits best according to the texts. Fill in gaps 8-11 in a blog post in accordance with Text 2. Use up to four words in each gap.

Text 1

Star Trek:
DISCOVERY

Arriving back on TV screens after a few years on the big screen, the *Star Trek* franchise continues its adventures in space and time with *Star Trek: Discovery*. This new version benefits from a larger budget than previous TV cousins and the special effects are out of this world compared to earlier *Star Treks*.

For more than half a century fans have been enjoying *Star Trek*, even though the actors have changed with each different series (with a few recurring roles). *Star Trek: Discovery* shakes up the basic formula a bit, being set in the years before the original series and focussing not on the captain, as it has in the past, but on a young Starfleet officer.

Despite featuring female protagonists before, the lead role in *Star Trek: Discovery* has an added interest as she is shown not at the height of her powers, but making mistakes and learning as she goes. It's a small change, but one that **breathes new life into** the show. This version isn't as family-friendly as previous ones, but for devotees it's a must. Highly recommended.

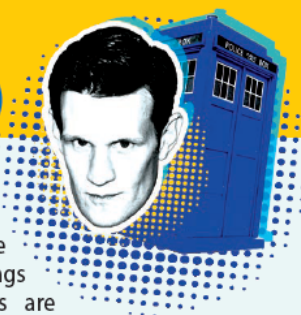
Text 2

Sci-fi on TV
DOCTOR WHO

Travelling in time and space since 1963, the TV series *Doctor Who* shows no sign of coming to the end of its journey anytime soon. Every episode looks very different these days compared to its rather humble beginnings over fifty years ago. The special effects are incredibly impressive for what is essentially a children's programme, even if it is one loved by adults, too.

The title role of the Doctor has been played by lots of actors over the years and each one has brought their own interpretation to the character of a millennia-old alien. The latest version sees a woman playing the Doctor for the first time. Surprisingly though, the main elements of the show have remained reliably **intact**: alien invasions, scary monsters and the Doctor never failing to save the day.

New and classic episodes of this excellent British production are on streaming services worldwide, so everyone should tune in. True fans can also find the films from the sixties. Not as good as the TV show they're based on, but worth watching for real fans.



- How is *Star Trek: Discovery* better than other *Star Trek* series?
 - The plots are more interesting.
 - More money has been spent on it.
 - Lots more people can watch it on TV.
- What is TRUE about the *Star Trek* series?
 - The actors are never the same.
 - The main character is the captain.
 - Some actors appear in different series.
- What does the phrase **breathes new life into** in the 3rd paragraph mean?
 - succeeds excellently
 - makes it seem fresher
 - changes it considerably
- What warning is given about *Star Trek: Discovery* in the passage?
 - It is not suitable for young audiences.
 - There are some scary episodes.
 - Some fans will not enjoy it.
- BOTH passages are
 - reviews.
 - news reports.
 - advertisements.
- BOTH TV shows
 - feature the original actors.
 - have also been made as films.
 - are less than fifty years old.
- The main character in BOTH TV shows
 - is the captain of a spaceship.
 - has been played by women.
 - is allowed to make mistakes.

Sci-fi maniak



Lend me your ears (or eyes) all *Doctor Who* fans, because today I'd like to share some thoughts on the show. It has been on for over 50 years and it doesn't seem it will 8) ... in the near future. It's one of those programmes which can be enjoyed by both 9) Whether it's because of the 10) ... special effects or excellent actors or actresses who played the main character, the TV show remains well-liked all over the world. To those of you who are true fans and will want to watch everything, including the sixties' films, it may come as a surprise to find out that despite the technological advancement, the key elements of the show haven't been 11) ... in any way. Never mind the year of the production, aliens and monsters will be there together with the one-of-a-kind Doctor to save your day! So, who is your favourite *Doctor Who*? Let me know.

Zadanie 8. (0–4)

Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 8.1.–8.4. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

THE PUZZLE

I was not short of sources of entertainment during my convalescence after the surgical procedure: I had the radio to listen to, books to read, the television to watch. Nevertheless, my wife kept finding me staring out of the window, and decided that I needed some additional stimulation. She could have engaged me in clever conversation, I suppose, but what she opted for was a thousand-piece jigsaw puzzle.

The picture on the box showed a grey sky and an almost invisible horizon, below which was a grey sea. The sky and the sea were the same shade of grey, the clouds in the sky looked like waves, and the waves in the sea looked like clouds so in some parts it was difficult to tell one from the other. I expected to be more frustrated than stimulated, however, to my great surprise, I became strangely interested and determined to complete the puzzle. Having established the four edges, I set about the task of filling in the middle. This was a lengthy and laborious process, but eventually only one piece was left. When I triumphantly fitted it into place, I sat back from the table to admire my work.

Just then I noticed something quite disconcerting. Near the bottom-left-hand corner of the picture, I could see a man's head among the waves. I grabbed the box and studied the picture on it: no head – no sign of a human or any other animal – disrupted that grey, bleak landscape. I looked again at my completed puzzle: there, unmistakably, was the man, with what looked like an expression of pure exhaustion on his face. He seemed to have been in the water for some time.

I called to my wife. Her first reaction was to congratulate me on my achievement. I didn't pay any attention to her praise. "No, no," I said. "Look! There! Don't you see a man in the sea?"

I pointed at the spot. My wife stared, first at the puzzle, then at me. She shook her head. I looked again, but it was too late. The drowning man was nowhere in sight.

After having 8.1. _____, the narrator tried to keep himself occupied at home but his wife thought he needed further diversion and gave him a jigsaw puzzle depicting a gloomy seascape.

He thought that doing the puzzle would be tedious because of the lack of 8.2. _____, but surprisingly he enjoyed the challenge it offered.

At the moment of finishing the puzzle, the narrator felt 8.3. _____.

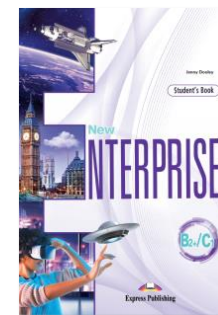
However, when he looked at the picture, he suddenly caught sight of the disturbing image of a man who seemed to be drowning. The narrator was perplexed because the man wasn't visible in the picture on the jigsaw box. By the time his wife saw the completed puzzle, the image of the man 8.4. _____.

Zdający czyta tekst i uzupełnia luki w streszczeniu tekstu w języku angielskim.

W przykładowym zadaniu sprawdzana jest umiejętność:

- znajdowania w wypowiedzi określonych informacji;
- przekazywania w języku obcym nowożytnym [...] informacji sformułowanych w tym języku obcym;
- streszczania w języku obcym przeczytanego tekstu.

Należy zwracać uwagę na limit wyrazów do wpisania w lukę. Przykładowo, odpowiedź *was nowhere in sight* wpisana w lukę 8.4. zostanie zakwalifikowana jako niepoprawna (4 wyrazy zamiast maksymalnie 3). Odpowiedzi oczekiwane // akceptowalne to: *had disappeared / was gone // just vanished / (has) disappeared*.



You don't associate the words 'environmentally-friendly' and football too often, but one football club is going green to save the planet while playing the sport they love. The UK's Forest Green Rovers is perhaps the world's very first professional vegan football team. That doesn't just mean the menu in the café, it means the players, too.

Forest Green Rovers say a vegan diet (one with no animal products in it at all) improves players' fitness and stamina. Lionel Messi and Sergio Aguero, both vegans, are examples of what a vegan diet can achieve for a footballer, though sadly they don't play for Forest Green Rovers. It's not just about players' performance, though. It's also about the environment. Eating vegetables instead of meat reduces the environmental **impact** of intensive farming.

Forest Green Rovers have been **phasing out** anything that damages the environment for a while now. Today, their home ground is run entirely on green energy. The grass they play on is free from pesticides, it is watered by collected rainwater and it is cut by a solar-powered lawnmower. They are also building a new stadium, part of an urban renewal plan, but instead of the usual concrete and steel, it's going to be made of wood. Called the Eco Park, it will be the world's greenest stadium.

If you go to see Forest Green Rovers play at home and you want a meat pie, you may find yourself very disappointed indeed. Having said that, their vegan version has already won awards, so why not go green for a day?

NE STUDENT'S BOOK
Skills Practice 8, p. 126
Uzupełnianie luk w streszczeniu

B2+/C1

NE STUDENT'S BOOK
U10, p. 88
Uzupełnianie luk w streszczeniu

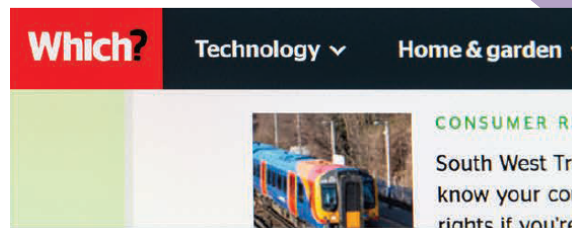
B2+/C1

b) **SUMMARY** Fill in the gaps
in the summary of the text. Use
up to three words in each gap.

The UK football team Forest Green Rovers stands out because all its members are 1) They believe this gives them more 2) Additionally, the team takes the environment into consideration, in particular, the effects of 3) Their home stadium also reflects their eco-friendly approach, being 100% powered by 4) And a new stadium made of wood is now under construction, which will make it 5) ... than any other stadium in the world.

2 **SUMMARY** Fill in the gaps in
the summary of the text. Use up
to three words in each gap.

There is no 1) ... consumer organisation in the UK than the Consumers' Association. Through a highly popular publication and website called *Which?* it informs people about a wide 2) ... of products and services. The organisation is supported mainly by 3) ... who are interested in the content it produces. To keep the status of one of the most trusted charities in the UK, the Consumers' Association stays fully independent of any commercial or 4) ... influences. It not only helps to improve goods and services, but it also takes legal action to protect customers' rights.



The Consumers' Association is a charity which was set up in 1957 with the intention of improving the standards of goods and services offered to the UK consumer. **Initially** run by a handful of people from a converted garage in Bethnal Green, London, it has grown into an organisation with a large staff, thousands of volunteer testers and over half a million subscribers. This makes it the biggest consumer organisation in the UK.

Which? is the name of the Consumers' Association's flagship publication. First published in October 1957, it is eagerly awaited by subscribers and **dreaded** by all dishonest manufacturers of goods and providers of services. It reviews, tests, compares and advises on a range of products from computers to electric kettles and services from car insurance to campsites. Appearing in electronic form too, it awards top products its endorsement in the annual *Which?* awards. So popular has *Which?* proved to be, in fact, that the Consumers' Association runs both its magazine and its website under that brand.

The vast majority of the Consumers' Association's funding comes from the yearly **subscription** that consumers pay for full access to its publications. It also charges a fee for companies that have won its endorsement to use its logo in the promotion of their product or service, and gets some **click-through** fees from sites selling products and services that have been reviewed in *Which?*

The Consumers' Association accepts no money from the government in order to **preserve** its autonomy and objectivity. Although it makes some money through the use of its logo and click-through sales, as described above, it insists that it is 100% independent, unaffected by commercial considerations when making its reviews and carrying out its product testing.

The Consumers' Association is one of the most trusted organisations in the UK. Apart from its product testing and reviews, it is heavily involved in consumer advocacy, which is why it is one of the first ports of call for consumers who have a grievance against a company. It has been responsible for improving the health and safety culture in the UK – for example, its seat belt campaign in the 70s leading to manufacturers having to **install** seatbelts in every vehicle. In 2002, it was even given the power under the 2002 Enterprise Act to instigate legal proceedings against individuals and companies for instances of unfair trading it discovers.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

ZADANIA ZAMKNIĘTE wyboru wielokrotnego oparte na tekście lub na zdaniach, np. tekst z sześcioma lukami i czterema opcjami odpowiedzi (A, B, C, D).

ZADANIA OTWARTE oparte na tekście lub na zdaniach, np.:

- zadanie z lukami – test luk polegający na uzupełnieniu każdej luki w tekście jednym wyrazem (cloze test) lub uzupełnieniu luk w tekście odpowiednią formą wyrazów podanych w ramce,
- gramatykalizacja – uzupełnianie zdań odpowiednią formą wyrazów podanych w nawiasach,
- set leksykalny (3 zdania) – zdający wpisuje wyraz, który poprawnie uzupełnia luki we wszystkich trzech zdaniach,
- transformacje – parafraza zdań ze słowem kluczem lub bez słowa klucza,
- tłumaczenie fragmentów zdań z j. polskiego na j. angielski,
- słowotwórstwo – uzupełnianie każdej luki jednym słowem utworzonym od podanego wyrazu.

ZADANIA ZAMKNIĘTE

ZADANIA OTWARTE

Zasady oceniania:

- ☐ 1 pkt – poprawna odpowiedź.
- ☐ 0 pkt – odpowiedź niepoprawna albo brak odpowiedzi.



W zadaniach otwartych sprawdzających znajomość środków językowych wymagana jest pełna poprawność gramatyczna i ortograficzna.



Akceptowane są również odpowiedzi nieujęte w zasadach oceniania, jeżeli są merytorycznie poprawne i spełniają wszystkie warunki zadania.

Zadanie 9. (0–6)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

AROUND BRITAIN BY PUBLIC TRANSPORT

Everyone I saw said, "Gosh, you're brave!" when I 9.1. ____ that I was planning to travel around Britain by public transport. It never occurred to me to do it 9.2. _____. We are so lucky in this country to have a relatively good public transport system and I think we should all try harder to enjoy it while it's still here. 9.3. _____, driving your own car in Britain is such a dreary experience these days. There are 9.4. _____ cars on the road, nearly double what there were when I first came here, and in those days people didn't actually drive their cars. They just parked them in the driveway and buffed them up once a week. About twice a year they 9.5. _____ the car out to visit relatives in East Grinstead or make a trip to some place like Hayling Island or Eastbourne, and that was about it, apart from the buffing. Now everyone drives everywhere for everything, which I don't understand because there isn't a single feature of driving in Britain that has even the tiniest 9.6. _____ of enjoyment in it.

Na podstawie: Bill Bryson, *Notes from a Small Island*

9.1.

- A. recognized
- B. relieved
- C. released
- D. revealed

9.2.

- A. the other way round
- B. out of the way
- C. any other way
- D. either way

9.3.

- A. Yet
- B. Besides
- C. Therefore
- D. Nonetheless

9.4.

- A. far too many
- B. so much more
- C. quite a number
- D. such an amount

9.5.

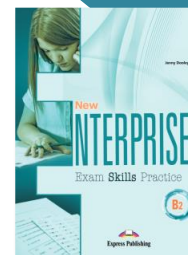
- A. would get
- B. were to get
- C. could have got
- D. had been getting

9.6.

- A. quality
- B. term
- C. point
- D. hint



Zadanie sprawdza zarówno znajomość struktur leksykalnych (w tym związków frazeologicznych), jak i gramatycznych.



NE EXAM SKILLS PRACTICE

U4, p. 10

Wybór wielokrotny (ABCD)

B2

NE EXAM SKILLS PRACTICE

U8, p. 19

Wybór wielokrotny (ABCD)

B2

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

For two days every year, a football match is held in the small town of Ashbourne in the UK. Nothing surprising there, you might say. This sporting event is not 1) any other you've seen before. It's for everyone in the town, and the pitch is the town itself! Men, women and children 2) in as two teams try to get a ball into goals 3 miles apart from each other. The match starts at 2 pm and lasts as long as eight hours. That's not the strangest of the rules, though. The ball can 3) kicked or carried but players are not allowed to drive it in their cars! While no one is sure about the origin of this bizarre football match, it is 4) celebrated enthusiastically every year. So if you're not a football fan, then Ashbourne is probably a place to avoid, at least for those two days a year.

- | | | | | |
|---|---------|-------------|------------|--------|
| 1 | A alike | B unlike | C dislike | D like |
| 2 | A join | B take part | C included | D play |
| 3 | A been | B used to | C be | D have |
| 4 | A yet | B still | C despite | D even |

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

Storm Chasing

Some scientists chase storms to measure their strength for their research. For other people, though, storm chasing is a way 1) life. It involves following a storm as it travels across a country. Storm chasing can be done all over the world, but it's best in the USA 2) has tornadoes, hurricanes and lightning. Fans take stunning photos and post them online. It's not a cheap hobby as it means travelling around a lot, but it's not as dangerous 3) some people believe it to be. Storm chasers love the excitement of trying to get close to such violent natural phenomena and say that they are 4) for the moment – the moment they get that perfect picture of a storm.

- | | | | | |
|---|----------|-----------|-----------|-----------|
| 1 | A to | B into | C for | D of |
| 2 | A where | B which | C what | D when |
| 3 | A than | B as | C by far | D enough |
| 4 | A living | B staying | C playing | D chasing |

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

ZADANIA ZAMKNIĘTE

WYBÓR WIELOKROTNY (A, B, C, D) – PODOBNE ZADANIA

NE STUDENT'S BOOK
Skills Practice 7, p. 125
Wybór wielokrotny (ABCD)

B2+/C1

NE STUDENT'S BOOK
Skills Practice 10, p. 131
Wybór wielokrotny (ABCD)

B2+/C1

Use of English

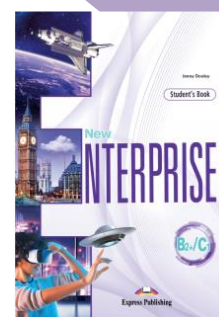
- 2 For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap.

It is difficult to 0) **B** the importance of sleep. It is as essential to our physical and 1) **A** health as a good diet and physical 2) **A**. Medical professionals agree we need around seven to eight hours a night, but some people get by on a lot less. Others, though, suffer from sleep disorders including insomnia. Obviously, these can 3) **A** the way these individuals function during the day, but they also weaken their immune 4) **A**, leading to an increased risk of other illnesses and ailments.

Possible reasons for sleeping disorders include depression and stress, but sleeplessness could also be the first 5) **A** of some other problem. Before we see a doctor, though, we should make a few lifestyle changes. Try 6) **A** a consistent sleep pattern with a 7) **A** bedtime every night. It's also vital to remove phones and switch off TVs long before bedtime. Another good idea is to keep a sleep diary, noting down when we sleep badly. If these 8) **A** don't work, only then might it be time to see the local GP.

- | | | | |
|------------------|------------------------|-----------------|----------------|
| 0 A miscalculate | B underestimate | C devalue | D confuse |
| 1 A brain | B mental | C mind | D intellectual |
| 2 A action | B therapy | C motion | D activity |
| 3 A effect | B infect | C affect | D inject |
| 4 A systems | B processes | C structures | D conditions |
| 5 A signal | B signpost | C sign | D symbol |
| 6 A providing | B supporting | C preserving | D maintaining |
| 7 A fixed | B steady | C permanent | D constant |
| 8 A medicines | B remedies | C prescriptions | D methods |

- | | | | |
|------------------|-------------|--------------|----------------|
| 0 A critical | B major | C serious | D vital |
| 1 A contact | B access | C admission | D entry |
| 2 A disclose | B assemble | C calculate | D register |
| 3 A figure | B check | C think | D guess |
| 4 A formerly | B initially | C mostly | D largely |
| 5 A proper | B correct | C right | D exact |
| 6 A familiar | B aware | C well-known | D famous |
| 7 A demonstrated | B revealed | C displayed | D exhibited |
| 8 A main | B principal | C central | D essential |



Use of English

- 2 For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap.



Barcodes are the sets of black and white lines and numbers that appear on the packaging of every item we buy. They're scanned at the checkout, giving 0) **D** pricing information. They don't only give immediate 1) **A** to the cost of an item, though. They also 2) **A** the sale so that stores can 3) **A** out how much more stock they need.

Invented by Joe Woodland, bar codes first appeared in shops in the 1970s. Woodland had been working on a system since he had the original idea in 1949, drawing lines in the sand at the beach. Woodland 4) **A** wanted a circular design and, while it did appear on some goods in the USA, it didn't quite take off. He was on the 5) **A** track though.

In 1974, a packet of chewing gum at a store in Ohio, the USA, became the first item to be scanned using the system we're 6) **A** with today. Why chewing gum? Well, the man who 7) **A** the system wanted to make sure it worked on small items. Since then, bar codes have become universal, appearing on everything from 8) **A** goods, books and newspapers to designer clothes and high-end electrical items.

Uzupełnianie luk odpowiednią formą wyrazów z ramki

Zadanie 10. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (10.1.–10.4.), 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.

long	remain	advertise	necessary	sure	exist
------	--------	-----------	-----------	------	-------

THE ART OF THE TRAILER

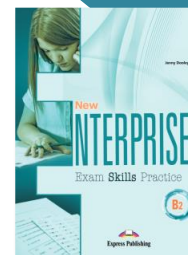
No doubt everyone is familiar with the idea of a trailer. It's a kind of **10.1.** _____ for a film which is about to come out. Since the purpose of the trailer is to attract an audience to the film, the excerpts are usually taken from the most exciting, funny, or otherwise noteworthy parts of the film but in an abbreviated form, and usually without a spoiler effect. For this purpose, the scenes are not **10.2.** _____ shown in the order in which they appear in the film. A trailer has to achieve its aim in less than 2 minutes and 30 seconds, which is the total **10.3.** _____ allowed by the Motion Picture Association of America. Each distributor is allowed to exceed this time limit once a year, if they feel it is important for a particular film. The main purpose of a trailer **10.4.** _____ the same: to sell the film.

Na podstawie: <http://filmshortage.com>

Zadanie polega na uzupełnieniu każdej luki w tekście odpowiednią formą wyrazów podanych w ramce (wyrazów zwykle jest więcej niż luk).

Sprawdzana może być zarówno znajomość struktur leksykalnych, jak i gramatycznych.

W wielu przypadkach w lukę należy wpisać tylko jeden wyraz (np. **10.1.** *advertisement* / *advert*; **10.2.** *necessarily*; **10.3.** *length*), ale czasem może to być więcej niż jeden wyraz (np. **10.4.** *remains* / *has remained*).



Uzupełnianie luk w tekście

- 6** **Przeczytaj tekst. Uzupełnij każdą lukę (1-4), 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! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

• CONCENTRATE • MAKE • WORK • ABLE
• BEGIN • SMART • TUTOR

NE EXAM SKILLS PRACTICE

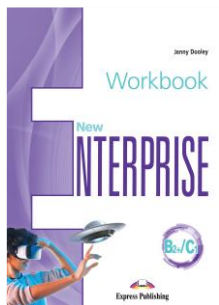
U8, p. 19

Zadanie z lukami
(podpowiedzi w ramce)

B2

Winners Take It All

How do you make the winning team? Obviously, choosing the right team members is important and that is why good leadership is essential. Everyone has their roles to play and no player should be considered more important than the rest. Motivation is also key, as is **1)** – the ability to ignore everything apart from your goal. Watching a(n) **2)** on YouTube might help develop your skills, but it's training that will really create the opportunities you need. So make sure you put in the hours practising. It's also important in any match to **3)** your opponent, so think ahead and learn their moves. If you know what they're going to do, you can do it first. Of course, in almost all competitive sport, the best way to succeed is by using **4)** – everyone on your side working together for the big win.



NE WORKBOOK

U1, p. 4
Zadanie z lukami
(podpowiedzi w ramce)

B2+/C1

5 ★★★ Fill in the gaps to complete the text. Use the words from the list in their correct form. Three words are extra.

- inspire • off • approach • hold • countless
- potential • devote • persist • fulfil • up

Imogene Carter never thought she would be 1)

..... people at her age, but as the oldest graduate of this year's class at City University, that's exactly what she's doing.

Fifty years ago, Imogene's education was put on 2)

..... when she was forced to quit school and work to support her family. She promised herself she would return to her studies, and, at 64 years old, as her retirement 3), she finally had time.

Enrolling as a part-time student, Imogene 4)

..... herself to her studies. She spent 5) hours in the library and refused to give 6), despite

being the oldest person in her classes by almost five decades. After six years of hard work and perseverance, Ms Carter succeeded in 7) her goal, graduating with a Bachelor of Arts degree at the age of 71.



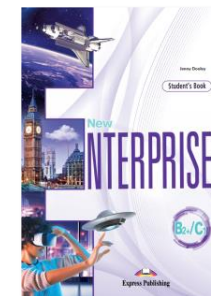
Use of English

2 Read the text. Fill in the gaps (1-8) with the correct form of the words given. Two words are extra.

- sequence • pack • influence • impress
- picture • benefit • protect • decide • terrify
- mistake • sustain



Fast fashion dominates the fashion world these days. The 0) **consequences** of all those cheap clothes, though, are proving devastating for the environment and giving customers the wrong 1) **message** about the true cost of clothes. Luckily, some designers are taking the matter into their own hands and pushing the message that clothes need to be for life. One of these is Gudrun Sjöden, who has been designing since the 1970s. Her brand wants to make a change in the fashion world by educating consumers. It uses 2) **eco-friendly** production methods and invests in projects such as the 3) **protection** of woodland and bees. It runs workshops and offers talks on ways to make our lives greener. Gudrun cites the example of food that clearly states on its 4) **label** how organic it is. She wants clothes to display how they have been made. Her work is a part of a green business model, one that other designers should consider. As Gudrun herself says, "I think this is my most important contribution to a greener, more wonderful world." No matter how 5) **long** she might try to be, though, ultimately, consumers need to take responsibility for their own 6) **choices**. If they do, then the outcome could prove 7) **beneficial** for the planet and, you never know, they might even end up with some 8) **new** looks!



NE STUDENT'S BOOK

Skills Practice 3, p. 117
Zadanie z lukami
(podpowiedzi w ramce)

B2+/C1

Test luk (cloze test) – przykłady z języków niemieckiego, francuskiego, rosyjskiego i włoskiego

Zadanie 10. (0–3)

Przeczytaj tekst. Uzupełnij każdą lukę (10.1.–10.3.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

WANN SIND ENGE FREUNDE WICHTIG?

Ist es besser, mit wenigen engen Freunden in Kontakt zu bleiben oder einen großen Freundeskreis zu haben? Mit guten Freunden kann man durch dick und dünn 10.1. _____. Sie sind immer für einen da. Die Kontakte in einem großen Freundeskreis hingegen sind häufig eher oberflächlich. Forscher haben festgestellt, dass soziokulturelle und ökonomische Aspekte die größte Rolle spielen. Eine kleine Zahl an engen Freunden ist dann besonders wichtig, wenn Menschen in einer armen Region wohnen, weil sie dann 10.2. _____ der Hilfe der Freunde profitieren. Man muss in Zeiten der Not aufeinander zählen können. Für Menschen aus wirtschaftlich wohlhabenden urbanen Regionen dürften solch enge Freundschaften weniger wichtig sein. Warum? Der Grund ist einfach: Einerseits sind die Menschen hier finanziell unabhängiger, 10.3. _____ ist es schwieriger, überhaupt enge Freundschaften aufzubauen, wenn die Freunde immer wieder umziehen – was in urbanen Regionen häufiger vorkommt.

Na podstawie: www.psychologie.uzh.ch

Zadanie 10. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (10.1.–10.4.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

COMMENT FAIRE POUR RECONNAÎTRE UN BON CHOCOLAT ?

La plupart des chocolatiers se fournissent en chocolat en tablettes auprès des grosses entreprises transformatrices. Les petites chocolateries qui 10.1. _____ directement les fèves de cacao et les transforment se comptent sur les doigts de la main en France.

Un bon chocolatier devrait vous encourager à déguster ce délicieux 10.2. _____ de cacao, de beurre de cacao et de sucre. Pour reconnaître sa qualité, regardez le chocolat intensément. Il doit être brillant – d'une brillance uniforme – et d'une belle 10.3. _____ brun-rouge.

Fermez les yeux, concentrez-vous et sentez-le. Tenez compte de la moindre odeur suspecte. Pour que le chocolat vous plaise, vous devez en aimer toutes les odeurs.

Pour vérifier sa qualité, il faut lui faire passer un 10.4. _____ avec la main : placez délicatement un petit bout de chocolat sur la paume de la main et refermez-la sur le chocolat. Attendez 20 secondes et ouvrez la main. Si le morceau n'a pas fondu, le chocolat n'est pas de bonne qualité.

Na podstawie: www.commentfaiton.com

Zadanie 10. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (10.1.–10.4.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

ЗАБОТЛИВЫЙ РЕБЁНОК

Коала Лиззи случайно попала под машину в одном из австралийских зоопарков. Она была доставлена в клинику для проведения срочной операции. Её самое близкое существо на свете находилось рядом с ней. Это был её шестимесячный детёныш по 10.1. _____ Фантом.

Как сообщает сайт *People*, малыш наотрез 10.2. _____ покидать свою маму. Никакими силами ни сотрудникам зоопарка, ни врачам не удалось оторвать его от матери. Он находился рядом с ней даже во время операции.

К счастью, медикам удалось спасти жизнь коалы. Сейчас она 10.3. _____ антибиотики и её здоровье значительно улучшилось. Но её сын так и не отходит от неё ни на шаг. Врачи клиники 10.4. _____, что из 58000 животных, которых они лечили в течение многих лет, это лишь второй настолько неразлучный дуэт.

Na podstawie: <http://humanstory.ru>

Zadanie 9. (0–3)

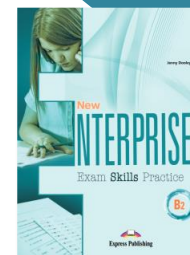
Przeczytaj tekst. Uzupełnij każdą lukę (9.1.–9.3.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

I SALDI

La crisi economica si sente ma non modifica l'atteggiamento degli italiani verso i saldi: quasi sette persone su dieci, infatti, non mancheranno all'appuntamento con gli acquisti a 9.1. _____ scontato, che iniziano con ogni cambio di stagione in tutta Italia. Anche quest'anno capi di 9.2. _____ e calzature costituiranno, almeno secondo le intenzioni di spesa, le principali tipologie di acquisti. Il 68% dei consumatori spenderà più di 200 euro e quasi 9.3. _____ le imprese proporranno ai consumatori uno sconto fino al 50%.

Na podstawie: www.asca.it

 Zadanie polega na uzupełnieniu każdej luki w tekście jednym wyrazem (nie ma podanych odpowiedzi). Należy zwracać uwagę na poprawność zapisu wpisywanego wyrazu.



NE EXAM SKILLS PRACTICE

U6, p. 15

Zadanie z lukami (open cloze)

B2

NE EXAM SKILLS PRACTICE

U10, p. 23

Zadanie z lukami (open cloze)

B2

Znajomość środków językowych

Uzupełnianie luk w tekście

3 Przeczytaj tekst. Uzupełnij każdą lukę (1-8) jednym wyrazem, tak aby powstał spójny i logiczny tekst.

Znajomość środków językowych

Uzupełnianie luk w tekście

5 Przeczytaj tekst. Uzupełnij każdą lukę (1-4) jednym wyrazem, tak aby powstał spójny i logiczny tekst.

Fake Meat, Real Taste

Climate change is causing more and more problems for our planet, and scientists say that the farming necessary to produce meat is a major factor. They add that one way to change the planet's fate is to adopt a vegetarian or vegan way of life. But what if you just can't live **1)** a juicy burger? Say hello to fake meat!

Fake meat looks and tastes exactly like the real thing, even down to the way meat juices come out of it. Made from soy protein, fake meat can easily trick your senses into believing that it is eating the real thing, even if those juices come **2)** beetroot. Fast-food restaurants and bakeries are increasingly selling items that look and taste meaty but are a lot more environmentally friendly. So the next time you order a **3)** of burgers, read the menu carefully. They could turn **4)** to have come straight out of a laboratory!

Online or on Campus?

Before the days of the Internet, school leavers looking to carry on into further education would normally head to university. Nowadays, though, the Internet has brought **1)** a revolution in education with online courses.

There are lots of reasons **2)** students choose online courses, but perhaps the most important is flexibility. There are deadlines, of course, but students can choose when and where to study. Because of this, online courses are **3)** as stressful as university courses. Furthermore, online courses are often a lot cheaper. The tuition fees are lower, and students do not have to pay to live in halls of residence, some of **4)** are quite expensive.

On the **5)** hand, online courses have their disadvantages, **6)** as the lack of face-to-face interaction. Online students may never get to see their lecturers or other students. An important part of any university education is the chance to socialise with like-minded individuals.

All in all, studying online has its pros and its cons. Without doubt, online courses provide flexibility and are less costly. However, students might **7)** studying in isolation. One thing is for sure, though – that the Internet has opened doors to many students **8)** would not otherwise have been able to fulfil their potential in further education.

NE STUDENT'S BOOK
Skills Practice 8, p. 127
Zadanie z lukami (open cloze)

B2+/C1

Use of English

- 2 For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap.

Cool it (a little)!

We're facing a climate crisis, and if the UK's aim 0) *of* reaching its target of becoming carbon neutral 1) ... 2050 is achievable, then there will have to be some major changes. 2) ... do this, however, households must reduce their carbon emissions by a mammoth 95%. And one of the best ways to do this is to cool everything down.

44% of UK homes are heated to 3) ... than 20°C. If we can turn the heating down by just 1 or 2°C, we can save cash and help the planet. All it takes is throwing on a jumper when it gets too cold. Hairdryers, kettles, irons and tumble driers heat up very quickly and are all energy intensive. If it's just a cup of tea for you, then only add 4) ... water for you. Instead of using the tumble dryer all year, 5) ... not dry outside on warmer days?

6) ... if we don't realise it, the choices we make have consequences 7) ... the environment. If we do decide to make smarter choices, 8) ... a carbon neutral future and a cooler planet will inch that little bit closer.

NE STUDENT'S BOOK
Skills Practice 2, p. 115
Zadanie z lukami (open cloze)

B2+/C1

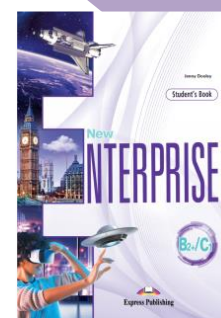
Use of English

- 2 For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap.

SPACE SUSTAINABILITY

As we gaze 0) *up* into the night sky at distant constellations, it is almost impossible for us to spy all the debris 1) ... orbit around our planet. Years of space missions have sadly littered the skies 2) ... stray material that can pierce spacecraft and satellites and potentially 3) ... fatal for other space missions. That's 4) ... scientists are coming up with ideas to make space sustainable.

While nations concentrate 5) ... efforts on sending astronauts and satellites out into space and getting them back safe and sound, it 6) ... fallen to the private sector to clean up after them. Elsa-d is a small satellite that will blast off, looking for space debris, attach 7) ... to anything it discovers and give it a gentle push back to Earth, 8) ... it will safely burn up in the atmosphere.



Zadanie 12. (0–2)

Uzupełnij zdania 12.1.–12.2. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. 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.

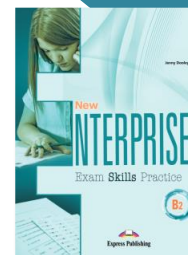
12.1. In spite of the doctor's advice, my sister (*refuse / stop / smoke*) _____, which I can't understand.

12.2. To ensure the highest quality of food, his restaurant (*rely / exclusive*) _____ two local suppliers of vegetables.

Zadanie polega na uzupełnieniu luk w zdaniach odpowiednią formą wyrazów podanych w nawiasach.

Należy zwracać uwagę na limit słów do wpisania (w zależności od zadania może to być np. maksymalnie 4 lub 5 wyrazów) oraz na ich poprawny zapis.

Akceptowane są wszystkie odpowiedzi merytorycznie poprawne. Przykładowo, w zadaniu 12.1. odpowiedzią prawidłową jest zarówno *refuses to stop smoking*, jak i *refused to stop smoking*, a w zadaniu 12.2. - *relies exclusively on*, jak i *will rely exclusively on*.



NE EXAM SKILLS PRACTICE

U10, p. 23

Gramatykalizacja

B2

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 gramatyczna wpisywanych fragmentów. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

- 1 There are so (courses/offer)
..... I'm having trouble deciding on just one.
- 2 Kelly's taking Biology (with/view)
..... becoming a veterinarian.
- 3 (spite/fact) that Max excels
at Maths, he still wants to do English at university.
- 4 Jake went to performing arts college (order/study)
..... ballet.
- 5 I went to university and left the town (where/I/bring)
..... up.

NE EXAM SKILLS PRACTICE

U1, p. 5

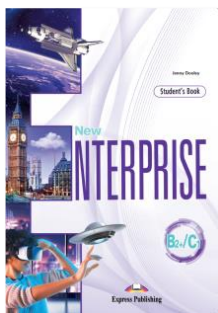
Gramatykalizacja

B2

Układanie fragmentów zdań z podanych elementów leksykalnych

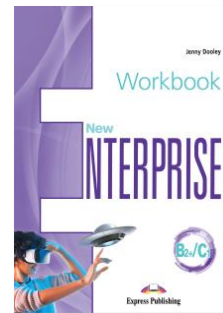
- 4** Uzupełnij zdania 1-7. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

- 1 Mark (be/try/find)
a job in the tech field for over three months.
- 2 It (not/look)
the company is hiring any new people this year.
- 3 (you/congratulate/Kate)
..... getting a promotion yet?
- 4 I (not/figure)
to write about in today's post yet.
- 5 Why (Sam/always/complain)
..... his job?
- 6 Harriet (think/give)
..... her job
at Forest Florist's and retiring next year.
- 7 (you/try)
phone me? I've had several missed calls on my mobile
since this morning.



NE STUDENT'S BOOK
Skills Practice 7, p. 125
Gramatykalizacja

B2+/C1



NE WORKBOOK
U8, p. 45
Gramatykalizacja

B2+/C1

3 Fill in the gaps using the words in brackets in their correct form. Add other words where necessary. Use up to six words in each gap.

- 1 Jackson (**lay/bed**) ... for a whole week now.
- 2 Jane always (**have/neighbour**) ... fix her computer whenever it went wrong.
- 3 It's good to see you (**feet**) ... after such a long illness.
- 4 ... (**they/have**) their house painted this weekend?
- 5 After being out in the rain all day, Kim said she felt she (**come/cold**) ...
- 6 I think you really (**have/tooth/look**) ... by a dentist, Tom.

2 ★ Put the verbs in brackets into the correct form.

- 1 If they (**have**) more environmental legislation in the past, we'd have less pollution.
- 2 Unless we stop hunting tigers, they (**die out**) in the future.
- 3 If you need to travel within Germany, (**take**) a train instead of flying.
- 4 If Ed wasn't so careless, he (**turn off**) the lights before he went out earlier.
- 5 But for government intervention, that company (**continue**) to pollute the river.

Tłumaczenia fragmentów zdań z języka polskiego na język angielski

Zadanie 13. (0–2)

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

13.1. If I had booked the tickets two weeks ago, I (*zapłaciłbym*) _____
_____ less for them.

13.2. I think that children (*powinny być zachęcane do*) _____
_____ take risks and make their own mistakes
while they are still young enough to learn from them.

Zadanie polega na przetłumaczeniu fragmentu zdania podanego w języku polskim na język angielski.

Należy zwracać uwagę na poprawność zapisu wpisywanych wyrazów oraz na ich maksymalną liczbę.

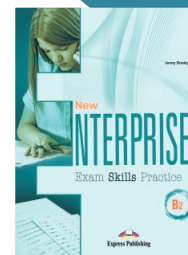
Akceptowane są wszystkie odpowiedzi merytorycznie poprawne. Przykładowo, w zadaniu **13.2.** odpowiedzią prawidłową jest zarówno *should be encouraged to*, jak i *ought to be encouraged to*.

NE EXAM SKILLS PRACTICE
U1, p. 5
Tłumaczenie fragmentów zdań

B2

NE EXAM SKILLS PRACTICE
U10, p. 23
Tłumaczenie fragmentów zdań

B2



Tłumaczenie fragmentów zdań

- 5** 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 pięć wyrazów.

- 1 (Czy ktoś słyszał) how Jack did in his interview?
- 2 The company (myśli o) hiring another five IT technicians.
- 3 I (pisałam) this reference all morning and I still haven't finished it.
- 4 I (bez wahania polecam) Sarah for the position.
- 5 We (nie otrzymaliśmy żadnych) applications for the job yet.

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 pięć wyrazów.

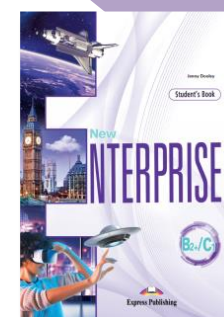
- 1 Students, (z których wielu) are living away from home for the first time, can live in halls of residence on campus.
- 2 It was (tak trudny) exam that Anna was happy just to get a pass mark.
- 3 I like to record all the lectures I attend (na wypadek gdyby umykało mi) something important.
- 4 Ben really loves Science lessons, (podczas gdy jego brat) prefers Art.
- 5 (Powodem, dla którego) I don't do any sport after school is that I just don't have the time.

NE STUDENT'S BOOK
Skills Practice 9, p. 129
Tłumaczenie fragmentów zdań

B2+/C1

NE STUDENT'S BOOK
U5, p. 140
Tłumaczenie fragmentów zdań

B2+/C1



Use of English

2 Translate the fragments of sentences in brackets into English. Use up to six words in each gap.

- 1 (Gdybym tylko umiał) ... speak more than one language.
- 2 If only (nie pokłóciła się) ... about my gap year with my parents last night.
- 3 I would visit the country before I moved there (gdybym był na Twoim miejscu) ...
- 4 My company would rather (żeby pracownicy nie jedli) ... in the office, although it doesn't ban it.
- 5 We can only move abroad (pod warunkiem, że) ... we save enough money.
- 6 I wish my manager (nie winił mnie) ... for all the mistakes at work.

b) Translate the fragments of sentences in brackets into English. Use up to five words in each gap.

- 1 a (Nie wolno Ci) ... wear shorts and a spaghetti strap top in here. It's a place of religious worship.
b (Nie musisz) ... put on high-heeled shoes. It's just a barbecue.
- 2 a It turned out that (niepotrzebnie kupiłam) ... pizza for yesterday's dinner. My husband made pancakes.
b We (nie musieliśmy) ... cook dinner yesterday. We ordered Chinese.
- 3 a I'm very happy because (mogłam) ... see my favourite actor in this show for the last time.
b I felt frustrated because (nie mogłam) ... go to the cinema or theatre during the pandemic.

Parafraza zdań bez słowa klucza – przykłady z języków hiszpańskiego, francuskiego, rosyjskiego

Zadanie 10. (0–2)

Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (10.1.–10.2.). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

10.1. *Es evidente que si hubiera leído tu mensaje, habría actuado de otra manera.*

Es evidente que de _____ tu mensaje,
habría actuado de otra manera.

10.2. *Pablo: “Julia me ha ocultado la verdad y eso me duele mucho”.*

A Pablo le duele mucho que Julia _____.

Zadanie 13. (0–2)

Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (13.1.–13.2.). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

13.1.

Si tu as ton maillot de bain, tu pourras aller à la piscine.

Tu pourras aller à la piscine à condition _____ ton maillot de bain.

13.2.

Les Marseillais se réjouissent que leur équipe ait gagné.

Les Marseillais se réjouissent de _____ de leur équipe.

Zadanie 12. (0–2)

Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (12.1.–12.2.). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie trzy wyrazy.

12.1. Обычно по субботам я захожу к своей бабушке.

Обычно по субботам я _____ свою бабушку.

12.2. В Польше каждый ученик имеет право самостоятельно выбирать образовательное учреждение.

В Польше _____ есть право самостоятельно
выбирать образовательное учреждение.

Parafraza zdań ze słowem kluczem – przykład z języka włoskiego

Zadanie 12. (0–2)

Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (12.1.–12.2.). W każdą lukę można wpisać maksymalnie cztery wyrazy, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

Uwaga: nie zmieniaj formy podanych wyrazów.

12.1. Anche se era arrabbiato con me, mi ha permesso di entrare.

PUR

_____ arrabbiato con me, mi ha permesso
di entrare.

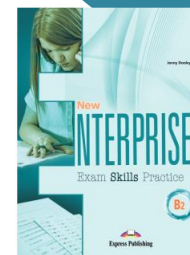
12.2. Il preside ha premiato gli studenti migliori.

SONO

Gli studenti migliori _____ preside.

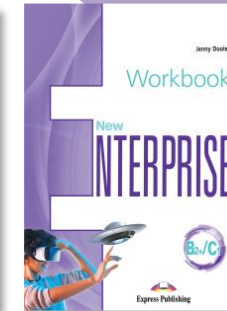
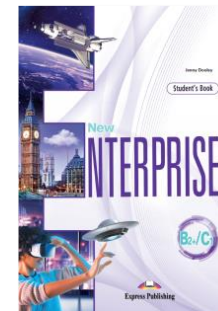
Parafraza zdań – transformacje ze słowem kluczem

- 4** 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 pięć wyrazów, wliczając w to wyraz już podany.
- I think you should drive more carefully.
WERE If I
drive more carefully.
 - If we don't reduce car emissions, we won't stop climate change.
CUT We won't stop climate change
..... on car emissions.
 - Tom didn't help clean up the oil spill because he overslept.
WOULD If Tom hadn't
..... clean up the oil spill.
 - It's a shame the forest was destroyed by the wildfire.
ONLY If
been destroyed by the wildfire.
 - I would have preferred us to travel by public transport.
RATHER I
by public transport.



Parafraza zdań – transformacje ze słowem kluczem

- 3** 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. Nie zmieniaj formy podanych wyrazów. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.
- "It wasn't me who hacked into your account," said Aiden.
DENIED Aiden
account.
 - "You needn't finish your work today," said my boss.
HAVE My boss told me that I wouldn't
..... work that day.
 - "I'll help you set up an email account," said Anya.
PROMISED Anya
set up an email account.
 - Mike avoided taking the blame for damaging Harry's tablet.
GOT Mike
damaging Harry's tablet.
 - In my opinion, fitness trackers encourage healthier lifestyles.
TOWARDS My attitude
they encourage healthier lifestyles.
 - "No, you can't use my smartphone for an international call," said Callum.
ALLOW Callum refused use
his smartphone for an international call.



8 Complete the second sentence so that it means the same as the first sentence. Use two to five words, including the word in bold.

- 1 Is the museum putting on special events for kids this summer? **PUT**
Are special events for kids ... the museum this summer?
- 2 We saw the star signing autographs. **SIGNED**
We saw autographs ... the star.
- 3 They don't let you fly drones in this area. **ALLOWED**
Drones are ... in this area.
- 4 They have called off the fashion show due to food poisoning. **CALLED**
The fashion show ... due to food poisoning.
- 5 They are shooting flight scenes using a drone. **WITH**
Flight scenes ... a drone.
- 6 The costumes will have been completed by next week by my cousin. **COMPLETED**
My cousin ... the costumes by next week.

2 Complete the sentences. Use inversion.

- 1 I have seldom brought up a more controversial topic.
Seldom ... a more controversial topic.
- 2 Spend too freely and your savings go down!
Spend too freely and down ...!
- 3 I put forward an idea and my colleague did too.
I put forward an idea and so
- 4 He should not get away with what he's done under any circumstances.
Under no circumstances ... what he's done.
- 5 My grandparents remember post-war food shortages well.
Well ... post-war food shortages.
- 6 National identity had never seemed so important.
Never ... so important.
- 7 Pandemic diseases will not be a thing of the past until everyone is vaccinated.
Not until ... a thing of the past.
- 8 We can only have a completely free market when international trade is fair.
Only when ... a completely free market.

3 ★★ Use the words in bold to complete the second sentence so it means the same as the first sentence.

- 1 Our economy will not flourish unless we deal with the trade issue. **UNTIL**
Not
trade issue will our economy flourish.
- 2 It's rare that I allow a setback to discourage me. **DO**
Seldom
a setback to discourage me.
- 3 Our civil rights should not be threatened by a new law. **NO**
Under
rights be threatened by a new law.
- 4 Globalisation changes the way we see the world and also how we share information. **ONLY**
Not
the way we see the world, but also how we share information.

Przykłady z języków niemieckiego i hiszpańskiego

Zadanie 9. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (9.1.–9.4.) jednym wyrazem. Przekształć wyraz podany w nawiasie w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

BRÜDER UND SCHWESTERN

Fast jeder, der Geschwister hat, kennt sie, jene magische Mischung aus Liebe und Konkurrenz, aus 9.1. (NAH) _____ und Distanz. Brüder und Schwestern sind uns, abgesehen von den Eltern, am Anfang unseres Lebens vertrauter als jeder andere Mensch. Bis zum 9.2. (VIER) _____ Lebensjahr verbringen Geschwister durchschnittlich etwa doppelt so viel Zeit miteinander wie einzeln mit der Mutter oder dem Vater. Brüder und Schwestern, das ist eine enge 9.3. (VERBINDEN) _____. Wir können uns von unseren Ehepartnern trennen, Freunde wechseln, uns als Erwachsene von neuen Eltern adoptieren lassen, aber Brüder und Schwestern sind irgendwie immer da, auch wenn wir sie nicht sehen. Und selbst wenn Geschwister im Streit eine totale Trennung versuchen, so bleibt ihre Beziehung irgendwie bestehen. Das sind somit die stabilsten und die 9.4. (LÄNGE) _____ Beziehungen, die wir überhaupt haben. Sie dauern das ganze Leben.

Na podstawie: www.stern.de

Zadanie 8. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.) jednym wyrazem. Przekształć wyraz podany w nawiasie w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

LOS FALSOS GEMELOS

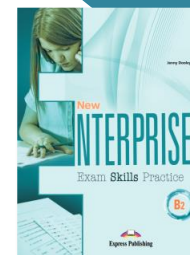
Se llamaba Xavier de Gualta, era catalán, como su nombre indica, y trabajaba en la sede barcelonesa de la empresa en que trabajaba yo. La responsabilidad de su cargo era 8.1. (semejanza) _____ a la del mío en la capital, y nos conocimos en Madrid con ocasión de una cena que iba a ser de negocios y también de fraternización, motivo por el cual acudimos acompañados de nuestras respectivas esposas. Aparte de una pequeña diferencia en el nombre (yo me llamo Javier Santín), la 8.2. (coincidir) _____ era absoluta en todo lo demás. Aún recuerdo la cara de estupefacción de Gualta (que sin duda fue la mía) cuando el camarero que los guiaba les señaló nuestra mesa. Gualta y yo éramos 8.3. (físico) _____ idénticos, como los gemelos del cine, pero no era solo eso: además, hacíamos los mismos gestos al mismo tiempo y utilizábamos las mismas palabras. Era como estar cenando delante de un espejo. Este extraordinario parecido fue, por supuesto, observado y comentado por nuestras esposas y por nosotros, pero sabiendo que el proyecto de la empresa que nos había reunido estaba de por medio en aquella cena, tras el 8.4. (asombrar) _____ inicial fingimos hacer caso omiso de aquella extraordinaria casualidad.

Na podstawie: elpais.com



W zadaniu należy uzupełnić każdą lukę jednym wyrazem utworzonym od słowa podanego w nawiasie.

Należy zwracać uwagę na poprawność zapisu wpisywanych wyrazów.



Słownictwo

- 7** Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając wyrazy w nawiasach w taki sposób, aby powstały spójne i logiczne zdania. W każdą lukę możesz wpisać jeden wyraz.

- 1 At midnight, everyone always (CHANGE) gifts with one another.
- 2 The weather at the festival can be very (PREDICTABLE).
- 3 The parade included a band playing ancient (MUSIC) instruments.
- 4 (CONGRATULATE) on passing your driving test first time!
- 5 All of Erica's family attended her (GRADUATE) ceremony.

Słownictwo

- 5** Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając wyrazy w nawiasach w taki sposób, aby powstały spójne i logiczne zdania. W każdą lukę możesz wpisać jeden wyraz.

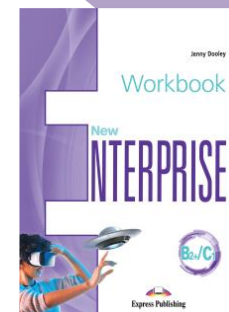
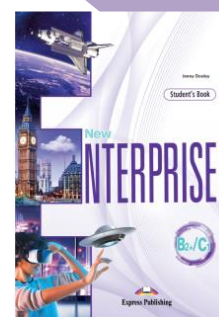
- 1 Steve was (THRILL) to be invited on stage by the performers.
- 2 Are there any (RECOGNISE) names appearing in the film?
- 3 There were over 20,000 (SPECTATE) at the football match.
- 4 The National Gallery is just one of London's many (CULTURE) attractions.
- 5 Jake (REGULAR) appears on TV reviewing local concerts.

NE STUDENT'S BOOK
Skills Practice 4, p. 119
Słownictwo

B2+/C1

NE WORKBOOK
U10, p. 60
Słownictwo

B2+/C1



- 3 For questions 1-8, read the text below. Use the word given in capitals to form words that fit in the gaps in the same lines.



Experts say that someone entering the workforce today will have to change their 0) *professional* course at least once before they retire. In other words, 1) ... jobs are a thing of the past. What does this mean for you?

It means first of all that your university 2) ... are not as important as they once were. After all, you may have to go back for 3) ... in five or ten years.

4) ..., it means that qualities rule! What does that mean? Simply that 5) ... are looking for qualities a candidate has, not just the pieces of paper. For example, try to show your 6) ..., because there's nearly no job which doesn't require that anymore. 7) ... is another, because new jobs – especially ones involving 8) ... – require that you are able to work in a team, while each member of that team simultaneously works from home!

PROFESS
LIFE

QUALIFY

TRAIN

TWO

EMPLOY

CREATE

OPERATE

COMMUTE

- 3 ★★★ Complete the gaps with the word derived from the words in bold.

Every child should have the right to a good education. After all, the children are 1) (**literal**) the future of the country, and every government should make a substantial 2) (**invest**) in the school system. Young people today are the future 3) (**lead**) of tomorrow, and a solid education is definitely a 4) (**require**) for most high-level jobs. It is 5) (**credible**) important that children in poorer areas have the same quality of education as those in more affluent areas. Any disparity in educational quality based on socioeconomic factors is simply not 6) (**accept**). A good basic education is 7) (**essence**) the key to a good future in higher education or in the workforce, and young people should be able to enter both feeling 8) (**confide**) in the tools that they have been provided with by the state.



Zadanie 11. (0–3)

W zadaniach 11.1.–11.3. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

11.1. _____

- Have you taken all potential consequences into ... ?
- Rita gave us a vivid ... of her accident.
- I decided to close my ... in this bank because the charges are too high.

11.2. _____

- Jayne's coach has advised her not to ... the upcoming competition.
- Please ... your name and email address in the spaces provided.
- Whenever I ... their house, their dog jumps all over me.

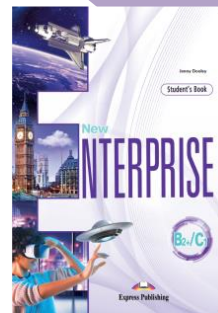
11.3. _____

- Hard physical work might result in ... skin on your hands.
- Swimming is not allowed today because the sea is too
- She handed in a ... draft of her report to the teacher and promised to finish it soon.

Set leksykalny na poziomie rozszerzonym oparty jest na trzech zdaniach. Zdający wpisuje wyraz, który poprawnie uzupełnia luki we wszystkich trzech zdaniach.

Należy zwracać uwagę na to, aby w wyznaczonym miejscu wpisywać tylko jeden wyraz, który powinien być poprawnie zapisany i uzupełniać wszystkie trzy zdania.

Przykładowo, w zadaniu **11.1.** pierwsze zdanie można uzupełnić zarówno słowem *consideration* (w zwrocie *take something into consideration*), jak i *account* (*take something into account*), ale tylko druga odpowiedź jest poprawna, ponieważ uzupełnia też drugie i trzecie zdanie zdanie w wyrażeniach *give a vivid account of* i *close my account*.



b) **LEXICAL SET** Write the word which correctly fills in the gaps in all three sentences.

- 1 • Sue always has a cool ... in times of high stress.
• Mark was very rude and he is hanging his ... in shame.
• You should have used your ... before making such an offensive comment.
- 2 • If you try to ... yourself in someone else's shoes, you'll understand them better.
• The creators of The Declaration of Independence ... the rights of citizens above everything else.
• Why would you want to ... so much money into this business?
- 3 • She is ... in the dumps as she failed her maths exam.
• I can finally afford to buy an apartment in the city centre. Prices have gone ... recently.
• Turn that music ...! I can't hear myself think!
- 4 • The main character of this film spends his life chasing an impossible ...
• They are a bunch of office workers who ... of a big adventure in the wild.
• I feel exhilarated! I got my ... job!
- 5 • Petula's family have experienced many difficulties ... the years.
• In the USA, Independence Day is celebrated all ... the country.
• Jack was very disappointed at not getting the job, but he'll get ... it.

Use of English

2 **LEXICAL SET** Write the word which correctly fills in the gaps in all three sentences.

- 1 • Our population is ageing due to a falling birth rate and higher ... expectancy.
• The renovated sports centre has breathed new ... into the neighbourhood.
• Recent advances in technology have enabled new ways of ...
- 2 • The youth centre is the ... place to offer help and support to underprivileged kids from our neighbourhood. We can't close it down.
• ... when there is more discussion can the government convince us to accept the new regulations.
• Not ... does globalism promote multinational companies but it also prevents local communities from developing.
- 3 • If Jakub should ... for president, he'll get my vote!
• You must ... up for your rights.
• He is not a good leader. His words ... in contrast to his actions.
- 4 • It's very difficult to be a mother and work ... time.
• Our landfills are ... of plastic waste. How much longer do you think we can ignore this problem?
• Gandhi lived his life to the ... as the great civil rights leader he was.
- 5 • We can arrange a debate on ... Thursday or Friday.
• Lilka's sister is not afraid to speak her mind and she isn't ...
• Your task is to prepare a presentation on the popularity of cashless transactions ... in Poland or in another country.

WYPOWIEDŹ PISEMNA

ZADANIE OTWARTE, polegające na napisaniu tekstu zgodnie ze wskazówkami dotyczącymi treści oraz formy, zawartymi w poleceniu.

- Na poziomie rozszerzonym zdający wykonuje jedno zadanie; podane są dwa tematy do wyboru.
- Każdy temat jest sformułowany w języku polskim i zawiera **dwa elementy**, które zdający powinien omówić w wypowiedzi.
- Formą wypowiedzi wymaganą na poziomie rozszerzonym jest **tekst argumentacyjny** (rozprawka, artykuł publicystyczny, list formalny) z elementami np. opisu, relacjonowania, sprawozdania, recenzji, pogłębionej argumentacji.
- Długość wypowiedzi powinna wynieść **od 200 do 250 wyrazów**.

ROZPRAWKA (typu za i przeciw lub opiniująca)
– zależnie od tematu, zdający powinien wyrazić aprobatę albo dezaprobatę wobec omawianego zagadnienia albo przedstawić argumenty za i przeciw.

- Wstęp powinien zawierać tezę zapowiadającą oczekiwaną strukturę rozprawki.
- Rozwinięcie i podsumowanie powinny być zgodne z tezą.
- Styl – formalny.

ARTYKUŁ PUBLICYSTYCZNY – wypowiedź, w której zdający wyraża swoje stanowisko wobec problemu/zjawiska społecznego wskazanego w poleceniu. Artykuł:

- powinien mieć tytuł przyciągający uwagę, wstęp zachęcający do przeczytania tekstu oraz zakończenie zgodne z treścią artykułu;
- może zawierać elementy opisu, sprawozdania, recenzji, komentarze odautorskie, ocenę faktów, elementy opinii oraz może także podejmować próbę kształtowania opinii czytelników.

LIST FORMALNY – tekst napisany w odpowiedzi na sytuację określoną w zadaniu (np. list do gazety lub do władz miasta).

- Powinien zawierać elementy typowe dla formy, w tym zwrot rozpoczynający i kończący oraz wstęp z określeniem celu, w jakim tekst został napisany.
- Zagadnienie powinno być omówione w sposób przejrzysty i logiczny.
- Może zawierać elementy opisu, sprawozdania, recenzji itp.

Wypowiedź jest oceniana przez egzaminatora zgodnie z następującymi kryteriami:

- ☐ **zgodność z poleceniem (elementy treści i formy):** od 0 do 5 punktów
- ☐ **spójność i logika wypowiedzi:** od 0 do 2 punktów
- ☐ **zakres środków językowych:** od 0 do 3 punktów
- ☐ **poprawność środków językowych:** od 0 do 3 punktów.

Jeżeli wypowiedź zawiera **mniej niż 160** wyrazów, jest oceniana wyłącznie w kryterium zgodności z poleceniem. W pozostałych kryteriach przyznaje się 0 punktów.

Jeżeli długość pracy mieści się w granicach **180–280** wyrazów, przyznaje się 1 punkt w kryterium elementy formy – długość pracy (w przypadku wypowiedzi nie spełniających tych warunków przyznaje się 0 punktów w tym kryterium).

Szczegółowe kryteria oceniania wypowiedzi pisemnych na poziomie rozszerzonym wraz z komentarzem znajdują się w *Informatorze* na s. 24-30 (sekcja 1.3.8.).

Zgodność z poleceniem (TABELA C)*

Elementy treści	Elementy formy		
	4–3	2–1	0
10	5 pkt	4 pkt	3 pkt
8-9	4 pkt	3 pkt	2 pkt
6 -7	3 pkt	2 pkt	1 pkt
4 -5	2 pkt	1 pkt	0 pkt
2 -3	1 pkt	0 pkt	0 pkt
0 -1	0 pkt	0 pkt	0 pkt

Zakres środków językowych

3 pkt	szeroki zakres środków językowych; liczne fragmenty charakteryzujące się naturalnością, różnorodnością frazeologiczną oraz precyzją użytych środków językowych
2 pkt	zadowalający zakres środków językowych; w pracy występuje kilka fragmentów charakteryzujących się naturalnością, różnorodnością frazeologiczną oraz precyzją użytych środków językowych, jednak w większości użyte są struktury o wysokim stopniu pospolitości
1 pkt	ograniczony zakres środków językowych; głównie struktury o wysokim stopniu pospolitości
0 pkt	bardzo ograniczony zakres środków językowych; wyłącznie struktury o wysokim stopniu pospolitości ALBO zakres środków językowych uniemożliwiający zdającemu zrealizowanie polecenia

Spójność i logika wypowiedzi

2 pkt	Wypowiedź zawiera najwyżej 2 usterki w spójności ORAZ/LUB w logice na poziomie zdania i/lub akapitu i/lub całego tekstu.
1 pkt	Wypowiedź zawiera od 3 do 5 usterek w spójności ORAZ/LUB w logice na poziomie zdania i/lub akapitu i/lub całego tekstu.
0 pkt	Wypowiedź zawiera 6 lub więcej usterek w spójności ORAZ/LUB w logice na poziomie zdania i/lub akapitu i/lub całego tekstu.

Poprawność środków językowych

Poprawność językowa (leksykalno-gramatyczna)	Poprawność zapisu (ortograficzna, interpunkcyjna)	
	nieliczne błędy zapisu	liczne LUB bardzo liczne błędy zapisu
nieliczne błędy językowe	3 pkt	2 pkt
liczne błędy językowe	2 pkt	1 pkt
bardzo liczne błędy językowe	1 pkt	0 pkt

* W ocenie **zgodności z poleceniem** bierze się pod uwagę **elementy treści** oraz **elementy formy**.

Realizację każdego z **5 elementów treści** ocenia się na skali 2-1-0, zgodnie z TABELĄ A (*Informator*, s. 24-25).

Realizację każdego z **4 elementów formy** ocenia się na skali 1-0, zgodnie z TABELĄ B (*Informator*, s. 26).

Ostateczną liczbę punktów za zgodność z poleceniem ustala się na podstawie oceny elementów treści i elementów formy, zgodnie z TABELĄ C.

Zadanie 14. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany przez Ciebie temat. Zakreśl jego numer.

3. Wiele szkół zdecydowało się na wprowadzenie monitoringu. Napisz **rozprawkę**, w której przedstawisz zalety i wady takiego rozwiązania.

Przykładowa rozprawka uzyskała maksymalną liczbę **13 punktów** możliwych do zdobycia:

- 5 punktów za zgodność z poleceniem,
- 2 punkty za spójność i logikę wypowiedzi,
- 3 punkty za zakres środków językowych,
- 3 punkty za poprawność środków językowych.

Uzasadnienie punktacji w kryterium zgodności z poleceniem:

- elementy treści: teza adekwatna do tematu, zgodna z treścią rozprawki; zdający odnosi się do obydwu elementów tematu, i obydwa popiera kilkoma argumentami; podsumowanie wypowiedzi jest adekwatne do tematu i nawiązuje do argumentacji przedstawionej w rozwinięciu; praca nie zawiera fragmentów odbiegających od tematu;
- elementy formy: poprawnie umiejscowiona teza, uwzględnione wszystkie części pracy (wstęp, rozwinięcie i zakończenie) z zachowaniem właściwych proporcji między nimi, pełna konsekwencja w układzie graficznym pracy, długość pracy nie przekracza dopuszczalnych granic.

Temat 3.

There has been discussion recently about installing the monitoring systems at schools. It is believed that introducing such a solution has both advantages and disadvantages. They have to be considered thoroughly.

To start with, cameras seem to be one of the best ways of providing security for both teachers and students. If there is no monitoring, ↓ number of conflicts might not be resolved due to lack of evidence or witnesses.

Moreover, students who have a tendency towards violent behaviour during or between lessons, will not get away with it so easily. The cameras will record their every step. They will also show whether strangers have entered the building in case a theft or burglary occurs.

However, there is also another point of view. Many students and teachers complain about being under constant surveillance against their will. In ↓ case of some people this can lead to increased stress levels or even depression.

What is more, the cost of purchasing and installing cameras is considerable. Not every educational institution can afford it and operating the equipment is an additional expense schools have to cover.

There are also limitations that have to be taken into consideration. Most CCTV systems enable the data to be stored only for a limited period of time. As a result, it may not be possible to trace the offenders if the victims do not report the case promptly.

To conclude, we can see that the decision whether to install monitoring or not is a difficult one. Schools can benefit as far as security is concerned, but monitoring does not come cheap and students and teachers have to sacrifice their right to privacy.

Zadanie 14. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymagania typowe dla formy wskazanej w poleceniu. Zaznacz wybrany przez Ciebie temat. Zakreśl jego numer.

4. Niektórzy uważają, że osoby mieszkające w blokach nie powinny mieć psów. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, odnosząc się do zapewnienia odpowiednich warunków zwierzętom oraz do relacji właścicieli psów z sąsiadami.

Przykładowa rozprawka uzyskała **5 punktów** (na maksymalnie 13 punktów możliwych do zdobycia):

- 2 punkty za zgodność z poleceniem,
- 1 punkt za spójność i logikę wypowiedzi,
- 1 punkt za zakres środków językowych,
- 1 punkt za poprawność środków językowych.

Uzasadnienie punktacji w kryterium zgodności z poleceniem:

- elementy treści: teza adekwatna do tematu, ale niezgodna z treścią rozprawki – teza zapowiada negatywny stosunek autora rozprawki do pomysłu trzymania psów w blokach, ale część rozwinięcia przedstawia zalety (korzyści z posiadania psa dla osób starszych i samotnych); zdający odnosi się do obydwu elementów tematu, ale nie są one zrealizowane poprawnie, pierwszy element – zapewnienie odpowiednich warunków zwierzętom – jest omówiony bardzo pobieżnie, a argumentacja zdającego jest w tej części pracy częściowo niejasna, natomiast drugi element – relacje z sąsiadami – jest zrealizowany powierzchownie, zdający wymienia dwa argumenty (kwestię zabawy psów z dziećmi oraz problem szczekania), ale omawia je zbyt ogólnikowo; podsumowanie wypowiedzi jest zgodne z tematem, ale odbiega od treści rozwinięcia; praca nie zawiera fragmentów odbiegających od tematu (fragment dotyczący osób starszych i samotnych nie jest realizacją żadnego elementu, ale jest zgodny z tematem);
- elementy formy: poprawnie umiejscowiona teza, uwzględnione wszystkie części pracy (wstęp, rozwinięcie i zakończenie) w odpowiednich proporcjach; brak konsekwencji w układzie graficznym pracy (jeden akapit niepotrzebnie wydzielony), długość pracy nie przekracza dopuszczalnych granic.

Temat 4.

More than 80% of √ population is having a pet at home. Some people prefer cats, some of them not. But should we have a dog when we are living in a flat? In my opinion, this decision is not good for √ people we live around or √ animals themselves.

One of the advantages of √ dog in a flat is that people who don't have families often feel alone, so a pet might be a good idea. Why shouldn't they keep them? They are having the dogs because they want to take care of it, but also they want to have company.

For example, when √ old lady is sick and she is alone in a flat, a dog can react and find some help. Dogs are very clever and caring animals.

But having a dog also means responsibility. Children like √ play with them and not every dogs are safe. So when a neighbour's children play with √ dog, they can get hurt. Dogs are also noisy when they √ left alone. They are barking √ so many neighbours not like it.

Flats are usually not big enough to a big dog with √ energetic life. It is not √ life they are having. They are too jumpy.

To sum up, I think that keeping a dog at a flat can be a good idea because √ dog can help people talk to our neighbours. However, dogs bark and sometimes cause problems. When our neighbours complain about that, we should talk and make √ compromise.

Zadanie 14. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany przez Ciebie temat. Zakreśl jego numer.

2. W dzisiejszych czasach ludzie często decydują się na spędzenie wakacji z dala od miast i kurortów turystycznych, w miejscach, które są odcięte od cywilizacji. Napisz **artykuł**, w którym omówisz przyczyny tego zjawiska, i opiszysz miejsce, które spełniłoby oczekiwania osób zainteresowanych takim wyjazdem.

Przykładowy artykuł uzyskał **2 punkty** (na 13 punktów możliwych do zdobycia):

- 1 punkt za zgodność z poleceniem,
- 1 punkt za spójność i logikę wypowiedzi,
- 0 punktów za zakres środków językowych,
- 0 punktów za poprawność środków językowych.

Uzasadnienie punktacji w kryterium zgodności z poleceniem:

- elementy treści: wprowadzenie zgodne z tematem, ale mało oryginalne, niezachęcające do lektury; pierwszy element tematu (przedstawienie przyczyn tego zjawiska) jest omówiony powierzchownie, zdający pisze o chęci odizolowania się od innych ludzi, ale omawia to zagadnienie dość ogólnikowo, a część wypowiedzi jest niejasna; drugi element tematu – opis miejsca odciętego od cywilizacji – nie jest zrealizowany. Wypowiedź nie spełnia wymogów tematu – zarówno lokalizacja apartamentu, jak i opisane atrakcje wskazują na miejsce masowo odwiedzane przez turystów; brak zakończenia wypowiedzi; wypowiedź zawiera fragment odbiegający od tematu (ostatni akapit);
- elementy formy: artykuł jest zatytułowany, praca ma tylko wstęp i rozwinięcie, brak jest zakończenia, co oznacza, że kompozycja pracy jest zaburzona; pełna konsekwencja w układzie graficznym pracy; długość pracy w dopuszczalnych granicach.

Temat 2.

PERFECT PLACE TO STAY IN THE MOUNTAINS

In our times life could be tired. People sometimes dreaming about break. Holidays is good time to this, but what places people are choosing? The most popular are quiet places in the middle of somewhere, long away from at tourist places.

Why people like being alone on holidays? This is simple. If someone lives in big town and work for big corporation and every day work for long time they know that the best place to get off and relax is place without people. We just want to take a book, sit on the beech and hear the sea. For example nobody want to stand in a clues and if you pick public place you will stand in them.

Perfect place for people who like quiet is go to mountain. I know a place in Tatry mountains where is good apartment. You can find this apartament on Internet. It is in the centre of town but it is not long to go in the mountains. It has a swimming pool and jacuzzi. Lunapark Tatrlandia is 10 km from there. It has more than 150 attractions for tourists, so you won't be bored. It has many tourists every day.

Zadanie 14. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany przez Ciebie temat. Zakreśl jego numer.

1. Ostatnio wiele się mówi o marnowaniu żywności. Twoja klasa chciałaby zorganizować akcję mającą na celu przeciwdziałanie temu zjawisku i zachęcić do udziału w niej kolegów ze szkoły partnerskiej w Anglii. Napisz list do uczniów z tej szkoły, w którym uzasadnisz potrzebę zorganizowania takiej akcji oraz przedstawisz jej projekt.

Przykładowy list uzyskał **10 punktów** (na 13 punktów możliwych do zdobycia):

- 4 punkty za zgodność z poleceniem,
- 2 punkty za spójność i logikę wypowiedzi,
- 2 punkty za zakres środków językowych,
- 2 punkty za poprawność środków językowych.

Uzasadnienie punktacji w kryterium zgodności z poleceniem:

- elementy treści: wstęp jest poprawny, zgodny z tematem i określa cel listu; realizując pierwszy element tematu (uzasadnienie potrzeby zorganizowania akcji), zdający odnosi się do problemu głodu na świecie, ale argumentacja jest powierzchowna; drugi element (projekt akcji) jest właściwie zrealizowany: zdający omawia szczegółowo pomysł wystawienia pojemników na żywność na terenie szkoły i dodatkowo wspomina o zorganizowaniu spotkania dla osób zainteresowanych problemem marnowania żywności; zakończenie jest zgodne z tematem i treścią listu, ale schematyczne; praca nie zawiera fragmentów odbiegających od tematu;
- elementy formy: odpowiedni zwrot rozpoczynający i kończący list; uwzględnione zostały wszystkie części pracy (wstęp, rozwinięcie i zakończenie), ale proporcje są zaburzone (zakończenie jest za krótkie); zachowana jest konsekwencja w układzie graficznym pracy; długość pracy w granicach określonych w poleceniu.

Temat 1.

Dear Students,

I'm writing this letter in order to draw attention to a problem we are all facing. I am talking about wasting food. That's a problem which have become more serious over ✓ years, particularly in developed countries.

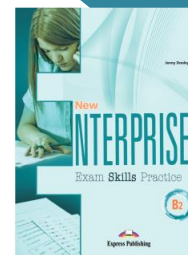
I was really scared when I read how much food is wasting every day. People in many countries on a world are starving, so I find this kind of behaviour completely selfish and mindless. And there are much hungry people around us as well.

We have been thinking about a way to solve this problem for a long time. We have talked to a lot of people and finally fund a resolution. Next month in our school will show up a green box next to a gym and a blue box next to ✓ library. The green box will be there for people who have fruit and vegetables they don't want ✓ eat. The blue one will be for another kinds of food. Everybody can leave food in there or take some if they feel like it. Every day we will collect what is left and distribute it for people living in poverty. I think you should do the same. There will also be a meeting for people interested in our topic on friday

I hope a lot ✓ schools join us because the problem is very important.

Best regards,

XYZ



NEW EXAM SKILLS PRACTICE

Wypowiedź pisemna U11-12, p. 28
Rozprawka za i przeciw

B2

NEW EXAM SKILLS PRACTICE

Wypowiedź pisemna U3-4, p. 28
Artykuł publicystyczny

B2

Units 11-12

Units 3-4

- 6 Po ukończeniu szkoły wiele osób z Twojej klasy zamierza rozpocząć studia w innym mieście. Nauczycielka języka angielskiego poprosiła o napisanie tekstów, w których uczniowie rozważą wady i zalety mieszkania w domach studenckich w kampusie uczelnianym. Napisz **rozprawkę** (200-250 słów), przedstawiając mocne i słabe strony mieszkania w miasteczku studenckim.

- 6 Heading to university is a major step in anyone's life. For many people, it's the first time they have lived away from home. So one decision that has to be made is where they are going to live. One option is on campus, but it does have its pros and cons.

There are a number of positive points to living on campus. First of all, students are near the library and any other resources they might need. Secondly, they are with other students and they can socialise with people studying the same subject. Thirdly, living on campus is usually much cheaper than renting a room on your own. On the other hand, there are drawbacks. Students might not have any time to themselves as they will be meeting people at all times of the day. Also, students often don't get to choose who they live with. Living with someone they don't like could severely ruin someone's university experience.

All in all, even though living on campus may be a problem for those who enjoy the peace and quiet, I strongly believe that it is beneficial. Being with like-minded friends may make your university days the best days of your life.

Przykładowe wypowiedzi pochodzą z klucza odpowiedzi do *New Enterprise Exam Skills Practice B2* i mogą stanowić teksty modelowe lub materiał do analizy dla przygotowujących się do Matury 2023.

Długość tekstów mieści się w granicach wymaganych w nowym Informatorze (200 – 250 słów; bez zmian w stosunku do wymagań Matury w formule 2015).

- 2 Anglojęzyczna gazeta poszukuje osób, które chciałyby opisać ważne wydarzenia z własnego życia lub z życia swoich bliskich (np. ukończenie studiów, zdobycie prawa jazdy, przejście na emeryturę, zawarcie związku małżeńskiego, narodziny dziecka). Napisz **artykuł** (200-250 słów), przedstawiając jedno z ważnych życiowych wydarzeń. Uwzględnij miejsce i sposób świętowania.

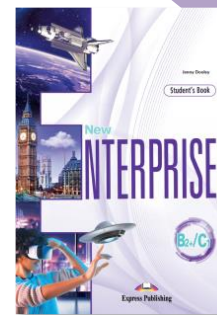
- 2 *How I joined the drivers' community*

I'll always remember passing my driving test. It had been snowing all night and the roads were icy. I was in my father's car as I didn't have one of my own.

I finished the test and turned to the examiner. He was writing on a form and he looked very serious. "Well", he said, "you made a few mistakes" – my heart sank – "but I'm happy to tell you that you have passed your driving test". My smile filled the car.

Later that night, we celebrated. We went out to a restaurant. I didn't drive, of course, because I still had to get my driving license, which would officially confirm that I was able to drive in case the police stopped us. My Dad parked in front of the restaurant and we made sure that we got a table near the window, so I could sit and admire the drivers passing by in their cars. I was so proud that I was now one of them.

Arriving back home, there was another car on our drive. I got out, wondering who had left it there. I looked inside and saw keys with my name on them. I heard my Dad laughing behind me. He had bought it for me. It wasn't a new car, but it was my first and the one I will never forget.



Reading & Writing

- 6 Read the essay and complete the gaps with a word derived from the word in brackets.



Who doesn't want a job with a huge salary? You can use it to purchase a 1) ... (space) house, a fast car and all the other things that people dream of owning. Yet I believe that job satisfaction is of far 2) ... (great) importance in anybody's life.

First of all, studies 3) ... (consist) rate people who like their jobs as happier than those that consider work as a means to an end. This strongly indicates that job satisfaction has a positive effect on quality of life.

4) ... (two), people who enjoy their job do a better job. As a result, they produce better quality work than those who are bored. For example, no great invention ever came from someone who hated their job.

There are always going to be people who say that a fat pay cheque is satisfaction in and of itself. However, unhappiness and 5) ... (bore) at work can have a great health impact. Stress has been recognised by doctors as one of the deadliest killers of the modern era. As a result, despite having lots of money, unhappy 6) ... (profession) are unlikely to live long enough to enjoy it.

In 7) ... (conclude), it seems clear that quality beats quantity when it comes to jobs. If you have to make a choice between a high salary and job satisfaction, the answer is clear. After all, with AI taking over boring and stressful jobs, those who go for the money will be 8) ... (employ) in the next twenty years anyway.

- 7 Opinion essays are formal in style. Find examples of the following in the essay in Ex. 6.

- discourse markers
- advanced grammar structures
- advanced linking devices

Writing Tip

Techniques to start/end opinion essays

To start an opinion essay we can refer to an unusual situation or ask a rhetorical question.

One person today can do the work of a whole 1950s office. Where would we be without our computers?

To end an opinion essay we can use a thought-provoking statement/question or a prediction about the future.

There is more to life than sitting in traffic for hours. In the future, will we all have our own personal robots?

- 8 What techniques does the author use to start/end their essay?

Writing (an opinion essay)

- 9 Read the task and listen to the discussion between Linda and Gary from Ex. 3 again. Which group of people does each belong to? Complete the tables with the examples/justifications they use to back up their viewpoints.

A lot of people prefer working from home. Others, however, enjoy working in an office. Which side of the argument do you agree with and why? Write your essay (200-250 words).

in favour of working from home	ends commute time	1) ...
	allows you to concentrate better	2) ...
in favour of working in an office	allows collaboration	3) ...
	plays an important role in our social life	4) ...

- 10 Use the ideas in Ex. 9 as well as your own ideas to write your essay. Follow the plan.

Plan

Para 1: introduce topic; state opinion

Para 2: 1st viewpoint with examples/justifications

Para 3: 2nd viewpoint with examples/justifications

Para 4: opposing viewpoint with examples/justifications & argument against it

Para 5: restate main idea & your opinion

- 11 **PROOFING** When you finish your essay, go through it and check for:

- appropriate techniques to start/end your essay
- appropriate style
- topic sentences for each main body paragraph
- correct grammar/spelling

VALUES

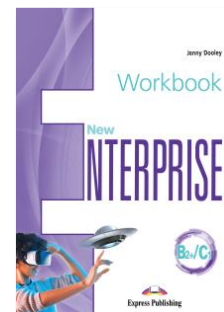
Work

Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work.

Vivienne Westwood

NE STUDENT'S BOOK
U4, p. 35
Rozprawka opiniująca

B2+/C1



NE WORKBOOK
Skills Practice C, p. 55
List formalny

B2+/C1

- 12 *** Your teacher has asked you to write an email of apology for the following task.

After a recent argument with a co-worker, Vanessa Green, about your computer, you feel you overreacted. Write an email apologising.

Use the ideas in the table and the plan to write your email (160-220 words).



Reason	You want to apologise for overreacting.
Situation	Vanessa used your computer without asking. You lost your temper and shouted at her.
Resolution	You apologise for your inappropriate behaviour and will put any files that she needs in a shared folder on the network in future.

Plan

Dear + Mr/Mrs/Ms + person's last name,

Para 1: reason for writing the email

Para 2: detailed account of the situation

Para 3: take responsibility – apologise – express regret – explain how you will make amends

Para 4: ask for forgiveness – apologise again

Yours sincerely,
(your full name)

Sekcje przygotowujące do pisania form wypowiedzi wymaganych na Maturze w formule 2023 można znaleźć zarówno w książce ucznia, jak i zeszytce ćwiczeń *New Enterprise B2+/C1*.

Teksty modelowe mogą być wykorzystane do nauki pisania lub jako materiał do analizy dla przygotowujących się do Matury 2023.

Długość tekstów mieści się w obowiązującym limicie słów, wskazanym w nowym Informatorze (200 – 250 wyrazów) lub w limicie wskazanym w kryteriach oceniania wypowiedzi pisemnych (160 – 280 wyrazów).

Sprawdzanie poziomu opanowania materiału

48
testów

Testy
Exam Skills Tests
dla poziomów
A2, B1, B1+, B2
(**B2+/C1** w przygotowaniu)
na platformie VIP CLUB

3
części
egzaminu

Testy sprawdzają poziom opanowania materiału z poszczególnych rozdziałów podręcznika (po 12 testów w wersji A i B dla poziomów od A2 do B2) za pomocą zadań w formacie egzaminacyjnym.

W testach uwzględniono zadania z trzech części egzaminu pisemnego: rozumienie ze słuchu, rozumienie tekstów pisanych i znajomość środków językowych. Tworzenie wypowiedzi pisemnych jest sprawdzane w Unit Tests po każdym trzech rozdziałach podręcznika.

EXAM SKILLS TEST 6A

NAME: DATE:
CLASS: MARK:
100
(Time: 25 minutes)

ROZUMIENIE ZE SŁUCHU

Odpowiedzi na pytania

1. Usłyszysz dwukrotnie wypowiedź na temat skrajnie restrykcyjnej diety. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim.

1. In what way is a fruitarian diet different from a vegetarian one? _____
2. According to Julian, what should people do before taking up a new diet? _____
3. Would Julian's children rather have cookies or fruit? _____
- (Marks: 3x5 15)

ROZUMIENIE TEKSTÓW PISANYCH

Wybór wielokrotny – pytania do tekstu

2. Przeczytaj tekst. W zadaniach 1–2 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

We should eat to live rather than live to eat

It is difficult for me not to agree with the statement that we should control what we eat in order to live a healthy life, rather than let our eating habits control us. This refers especially to obesity and overeating. However, the meaning of this saying can be expanded to embrace people's lifestyles in general.

Food consumption is one of the most important aspects of human life. Nutrition is absolutely necessary for survival and it is in this sense that we eat to live. For example, we are told by nutritionists to be particularly cautious about our eating habits, because they are of great consequence for our health. Dietary recommendations include food products which are, say, low in calories and animal fat, and which are supposed to ensure a long and healthy life, without heart disease, for instance. Following special diets is also required in childhood or pregnancy for better physical and mental development in later life.

But eating to live may also be understood in the wrong way. In my opinion, many people are not concerned with the quality of food they consume. On the other hand, the second part of the saying seems to suggest that people's food habits may influence them too much. For example, people may overeat and become obese, and then they make desperate attempts at losing weight. In this way, constant dieting becomes a dominant element in their lives. It is my belief that developing a moderate, balanced attitude to food and eating is rather necessary. If people can make choices about what to eat, they should not be on a constant diet, because it may lead to problems with health, either physical or mental. Although in some extreme cases wrong eating habits are connected with obesity or mental disorders, such as bulimia and anorexia, people should practise more self-control in their food routines. One reason for these food-related disorders is people's lack of knowledge about the role of food. People take food for granted, not thinking of the consequences in the years to come. One must admit self-control is extremely difficult to manage when we are faced with tempting images in shops or on television. Nevertheless, the basics of self-control can generally be learned in childhood from our parents and through schooling. In later years all we must do is remember to control ourselves.

1. Which sentence best completes the gap in the text?

- A. What's more, most people don't try to make healthy food choices.
B. As a result, they mistakenly believe that junk food supplies them with sufficient nutrition and energy to live and work.
C. They just want to consume five portions of fruit and vegetables a day.
D. However, their diet may not be considered as healthy.

2. What is the purpose of this text?

- A. To warn readers against the negative effects of an unhealthy diet.
B. To describe how to follow a healthy diet.
C. To inform readers about the dangers of eating disorders.
D. To express an opinion on eating habits.

(Marks: 2x10 20)

NEW ENTERPRISE
EXAM SKILLS TESTS
U6, p. 1

B2

Rozumienie ze słuchu

Odpowiedzi na pytania

Sprawdzane umiejętności:

- znajdowanie w wypowiedzi określonych informacji,
- wyciąganie wniosków wynikających z informacji zawartych w wypowiedzi.

Rozumienie tekstów pisanych

Wybór wielokrotny

Sprawdzane umiejętności:

- rozpoznawanie związków pomiędzy poszczególnymi częściami tekstu,
- określanie intencji, nastawienia i postawy autora/ nadawcy tekstu.



Klucz zawiera sugerowane odpowiedzi do zadań otwartych, np.:

TEST 6A

Rozumienie ze słuchu

1

1 It is much more restrictive. / Fruitarians can only eat fruit (some even drink fruit juice instead of water).

2 (They should always) do research (to see if the diet is healthy).

3 They'd rather have fruit. / They'd prefer having fruit to having sweets. / They'd prefer fruit to cookies. / They'd choose fruit.

Exam Skills Test 6A

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Uzupełnianie luk w tekście

3. Przeczytaj tekst. Uzupełnij każdą lukę (1–6), 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!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

SWEET SMELL PACKET BE TASTE CUP BIT LOT BITTER

Coffee

Around the world, right at this moment, millions of people are enjoying 1. _____ of coffee. Whether their choice is an espresso, a cappuccino or simply a cup of instant, coffee is without doubt one of the most popular drinks on the planet. Furthermore, it is a product which plays a vitally important part in the economies of a number of different countries.

Coffee 2. _____ first produced commercially in the Yemen region of Arabia in the 17th century, and since then the plant has been successfully cultivated in many different regions, such as Africa, South America, the Caribbean and Indonesia. Coffee beans come from the fruit of trees belonging to the madder family. There are 3. _____ varieties of coffee beans, but two in particular, the Arabica and the Robusta, supply most of the world's demand. Once the ripened fruits have been harvested, the skin and the pulp have to be removed, and the beans are washed and dried. Next comes the most important step in the process. The beans must be roasted in order to develop the 4. _____ and aromas that coffee drinkers love. The exact flavour of the coffee depends on the duration and temperature of the roasting as well as the blend of beans that is used. Most people don't like their coffee to be 5. _____ or too sour so they usually add 6. _____ sugar. After roasting, the beans are ground or packed whole and sent all over the world, providing countless millions of people with the simple pleasure that a good cup of coffee brings.

Marks: _____
6x5 30

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 pięć wyrazów.

1. It is said that many people (w Stanach Zjednoczonych Ameryki) _____ don't follow a balanced diet.
2. Did you go (gdzieś) _____ last night?
3. I only had (kawalek pizzy) _____ for lunch and I'm starving now.
4. Steve usually doesn't have (nic) _____ for dessert.
5. We need some milk – there isn't (wystarczająco dużo) _____ at home.
6. (Ile mąki) _____ do we need to bake this cake?
7. Laura prefers tea (od kawy) _____.

Marks: _____
7x5 35NEW ENTERPRISE
EXAM SKILLS TESTS
U6, p. 2

B2

Znajomość środków językowych

Zadanie z luką – odpowiedzi podane w ramce

Sprawdzane umiejętności:

- posługiwanie się bogatym zasobem środków językowych (leksykalnych, gramatycznych, ortograficznych).

Znajomość środków językowych

Tłumaczenie fragmentów zdań

Sprawdzane umiejętności:

- przekazywanie w języku obcym informacji sformułowanych w języku polskim.

Odpowiedzi podane w kluczu ułatwiają szybkie sprawdzanie testów, np.:

Znajomość środków językowych

3 1 a cup

2 was

3 lots of

4 tastes

5 too bitter

6 a bit of

4 1 in the USA

2 anywhere

3 a slice of pizza

4 anything

5 enough

6 How much flour

7 to coffee

MATURA 2023

z *New Enterprise*

Recepcja – Produkcja – Interakcja – Mediacja językowa

KSIĄŻKI UCZNIA (*Student's Book*)
realizują wszystkie wymagania
nowej podstawy programowej,
a także zawierają wybrane zadania
w formacie egzaminacyjnym

Sekcja **EXAM SKILLS PRACTICE**
jest włączona do **zeszytów ćwiczeń**
(*Workbook & Exam Skills Practice*)
dla poziomów **A2, B1, B1+, B2**
(B2+/C1 w przygotowaniu)

Testy **EXAM SKILLS TESTS**,
dostępne dla poziomów **A2, B1, B1+, B2**
(**B2+/C1** w przygotowaniu) pozwalają na
systematyczne sprawdzanie poziomu opanowania
materiału z podręcznika za pomocą zadań w formacie
egzaminacyjnym



Numery MEN do nowej podstawy programowej:

New Enterprise A2: 945/1/2019

New Enterprise B1: 945/2/2019

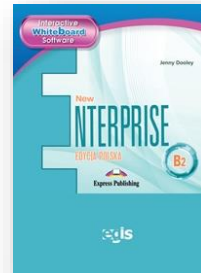
New Enterprise B1+: 945/3/2020

New Enterprise B2: 945/4/2019

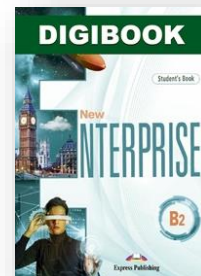
New Enterprise B2+/C1: w przygotowaniu

Komponenty cyfrowe:

- oprogramowanie do tablic interaktywnych (dla nauczyciela)
- platforma Digibooks (dla ucznia i nauczyciela)



Interactive
Whiteboard
Software



Express
DigiBooks

VIP club vipclub.egis.com.pl

01. New Enterprise B1+ Exam Skills Test 1 A



02. New Enterprise B1+ Exam Skills Test 1 B



03. New Enterprise B1+ Exam Skills Test 1A & 1B Audio



04. New Enterprise B1+ Exam Skills Test 2 A



05. New Enterprise B1+ Exam Skills Test 2 B



06. New Enterprise B1+ Exam Skills Test 2A & 2B Audio



07. New Enterprise B1+ Exam Skills Test 3 A



08. New Enterprise B1+ Exam Skills Test 3 B



EXAM SKILLS TESTS:

- są dostępne w wersjach A i B;
- sprawdzają materiał po KAŻDYM ROZDZIALE PODRĘCZNIKA;
- oferują klucze z odpowiedziami do zadań zamkniętych oraz sugerowanymi odpowiedziami do zadań otwartych.

Matura 2023

Informator o egzaminie maturalnym z języka angielskiego
od roku szkolnego 2022/2023:

https://cke.gov.pl/images/_EGZAMIN_MATURALNY_OD_2023/Informatory/Informator_EM2023_jezyk_angielski.pdf

Więcej o *New Enterprise Exam Skills Practice*:

<https://egis.com.pl/pl/newenterprise/matura>

egis



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