

Imię i nazwisko

Klasa

Szkoła

Zadanie 1.

(0–3)

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

Tekst 1.

1.1. This fragment of the speech is aimed at

- A. emphasising the role of the speaker in the project.
- B. highlighting the advantages of the project.
- C. pointing out the controversial nature of the project.

Tekst 2.

1.2. When talking about the exhibition, the man expresses an opinion that

- A. many people underestimate the importance of abstract art.
- B. abstract art is extremely difficult for many people to understand.
- C. abstract art is often characterised by low skill level.

Tekst 3.

1.3. Which of the following is stated as a fact, and not an opinion?

- A. Pressure from customers makes companies respect different values.
- B. More and more large businesses are complying with modern trends.
- C. Companies join popular movements to protect their image.

Zadanie 2.

(0–4)

Usłyszysz dwukrotnie cztery wypowiedzi, które łączy temat pieszych wycieczek. 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

- A. explains how hiking has resulted in taking up another activity.
- B. stresses the importance of being in good shape to enjoy hiking.
- C. expresses criticism of some people's attitude to walking.
- D. gives a reason why he/she prefers hiking as a solitary experience.
- E. mentions his/her temporary inability to go hiking.

2.1.	2.2.	2.3.	2.4.

Zadanie 3.

(0–5)

Usłyszysz dwukrotnie wywiad z osobą prowadzącą szkolenia z zakresu komunikacji. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D.

3.1. Mike says that the need to teach communication skills

- A. has always been as important as it is now.
- B. was caused by the widespread use of the internet.
- C. is due to the demand for short and accurate messages.
- D. results from the greater role of conversation.

3.2. What do all of the courses that Mike mentions have in common?

- A. They provide face-to-face training by an instructor.
- B. They are individually suited to each customer.
- C. They are offered to businesses and institutions.
- D. They make use of coaching methods.

3.3. According to Mike, a one-day course will usually focus on

- A. dealing with job-related communication tasks.
- B. an overview of communication skills.
- C. a particular communication strategy.
- D. communicating within a large group.

3.4. In Mike's opinion, establishing a rapport is

- A. something that happens naturally in most cases.
- B. a natural skill for the younger generation.
- C. harder in a business conversation than in a personal one.
- D. impossible to achieve without good body language.

3.5. When answering the last question, Mike

- A. recommends being more confident.
- B. criticises a particular attitude to communication.
- C. emphasises the need for good communication.
- D. outlines the principles of communicating

Zadanie 4.

(0–4)

Przeczytaj trzy teksty (A–C) oraz dotyczące ich pytania (4.1.–4.4.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.

UWAGA: jedna część tekstu pasuje do dwóch pytań.

INSTEAD OF A COURSE OF ANTIBIOTICS...

- A.** Aromatherapy makes use of so-called 'essential oils', i.e. liquids that are obtained from various parts of a plant and are thought to contain the true essence of that particular plant. Historical records have shown that essential oils were used not only for healing, but also as elements of various rituals and spiritual sessions by a number of ancient civilisations. The concept was revived by a few European doctors and medical scientists in the early 1900s when the term 'aromatherapy' was coined by a French chemist named René-Maurice Gattefossé.
- The practitioners of aromatherapy believe that the use of essential oils can greatly benefit the human mind and body alike. Depending on the condition, the oil can be either directly inhaled or massaged into the skin. Although there is no general agreement among medical experts as to the effectiveness of the method in preventing or curing any particular diseases, most of them do not question the advantageous influence of aromatherapy on our general well-being.
- B.** Balneotherapy, stemming from the Greek *balneae* meaning bath, is a broad term that includes at least several different treatment methods that utilize the combination of thermal waters with a mineral content. It was a well-known way of seeking solace in ancient times, especially by Romans who raised bathing to a high art.
- An extensive study of medical literature, spanning from the 1950s till 2006, into the clinical effects of balneotherapy, suggests that this type of treatment might have worked well in numerous cases of rheumatological diseases, providing considerable pain relief, although the researches have stated that the data was not sufficient to draw firm conclusions. Moreover, even those in favour of this treatment method stress the necessity of consulting it with a physician beforehand to avoid serious unfavourable effects that might occur if the patient suffers from a heart disorder.
- C.** Chromotherapy, also often referred to as colour therapy, is mistakenly held to be part of light therapy, a relatively new scientific method used in the treatment of a number of conditions. Chromotherapy is thought to date back to ancient Egypt where solarium rooms were built with walls of coloured glass to treat various diseases, but records of this alternative method have also been found in ancient Indian, Chinese and Greek traditions.
- Chromotherapy draws on the concept that each being has its own unique vibrational frequency. Light is energy, and colours are products of the interaction of energy and matter. According to the doctrine of chromotherapy, the human body is made up of colours, whose vibrational frequencies ensure the correct functioning of our bodily systems. Chromotherapy enthusiasts claim it is effective in healing a number of conditions while the majority of health experts stress the fact that there is no scientific evidence to support such a claim.

Which of the texts (A–C)

- 4.1.** says that a type of treatment must be avoided due to a medical condition?
- 4.2.** contains an explanation of the principle the treatment method is based on?
- 4.3.** mentions the renewed interest in an ancient treatment method in modern times?
- 4.4.** says that the treatment comprises a variety of techniques based on a similar idea?

4.1.	4.2.	4.3.	4.4.

Zadanie 5.

(0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki (5.1.–5.4.) litery, którymi oznaczono brakujące fragmenty (A–E), aby otrzymać logiczny i spójny tekst.

UWAGA: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

SEPARATE SPHERES?

The reign of Queen Victoria was characterized by international power and status for Great Britain, but also by the biggest social inequalities, especially when male and female roles were considered. It was in the 19th century that the differences in gender roles were becoming more and more apparent. **5.1.** ____ In earlier times, they had often taken an active part in the family business, which was usually located in or near the household. Now, as their fathers and husbands left home each morning, the role of women had to be redefined. Thus, the philosophy of 'separate spheres' was born.

The ideology was based on the assumption that even though women were physically weaker than men, they were morally superior. As a result of this rather far-fetched theory, it was believed it was a woman's duty to tend to the household, supervising domestic chores. **5.2.** ____ Astonishingly, it was this powerful influence of women at home which made a lot of men argue that women should be denied the right to vote.

Although, or perhaps because they were expected to stay at home, women were encouraged to pursue a number of so-called 'accomplishments'. This meant they needed to be educated in a variety of skills, so thoroughly listed in Jane Austin's *Pride and Prejudice*. **5.3.** ____ However, women who were 'too keen' on education were referred to as 'blue stockings', unattractive and off-putting individuals who would not find a husband. However ridiculous it may seem nowadays, when Oxford and Cambridge colleges started accepting women, many families did not decide to send their daughters there for fear they would have difficulty getting married later on.

However, at the same time, the theory of separate spheres did not seem to apply well to the lower working classes. Here, women were gradually becoming a more and more influential part of the workforce. **5.4.** ____ Women were underpaid, denied the rights to vote in elections, own property or take a case to court. Still, the ideas of gender equality were beginning to spread and the suffrage women's movement grew steadily.

- A. More importantly, though, they were also responsible for the upbringing of the new generation who would follow in their fathers' footsteps.
- B. Not surprisingly, perhaps, a lot of men strongly objected to these ideas of granting women the same rights they enjoyed.
- C. These involved a knowledge of the visual and performing arts as well as some modern languages.
- D. This was mainly due to the Industrial Revolution, which caused men to commute to work while women were supposed to stay at home.
- E. True, for most of them it was a painfully slow process of fighting against multiple discriminatory principles.

Zadanie 6.

(0–5)

Przeczytaj dwa teksty na temat trzęsienia ziemi. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C albo D.

Tekst 1.

Thomas had just parked his car in the -2 level of the mall car park, got out and was about to call Jess to tell her he was already there when he felt a sudden, exceptionally powerful jolt. The car rocked and Thomas fell onto the asphalt floor. Seconds later it was over. He got up, still in shock, and looked around. All over the car park, the surface was full of bumps and cracks. Some of the concrete pillars were bent and there the ceiling threatened to come down at any moment. A few people nearby were tending to a woman, whose head was bleeding. She'd probably been hit by one of the lamps falling off the ceiling. The pieces of his phone lay smashed next to him. He must have let go of it when he'd fallen. He had to find Jess and get her out to safety. Looking towards the exit, he saw that the metal door of the elevator was bent, but the staircase looked passable.

He didn't let the feeling of relief last too long. His professional knowledge and experience of a geologist prompted him to assume it might only have been a foreshock. If that was the case, the subsequent tremors might occur within minutes and would certainly be powerful enough to reduce the car park to a pile of rubble and bury them there. He turned round to the group. The injured woman had managed to stand up and she was leaning against a tall man. 'Run out into the open!', he shouted. They all gave him a blank look, save for the tall man, who started to direct them towards the exit. Thomas nodded approvingly and broke into a run towards the staircase.

When he reached the ground floor of the mall, he immediately saw that the devastation was much worse there. He found it hardly surprising that the fragile shop windows had shattered, covering the floor with broken glass. What did astonish him, though, was the narrow streak of people leaving the place, many others just staying put in total confusion. 'They should all be flocking out, fools!', he thought in desperation. 'Where are the security guards?! They ought to be urging everyone to get out!' He looked around, trying to figure out where to find Jess. He'd hoped her Californian background would spur her to escape into the open ground. There! But she'd already caught sight of him and was making her way towards him. Seconds later she was with him and he grabbed her hand. 'Quick! We need to get out of here!' They ran to the exit and then out into an empty patch of green some eighty yards from the mall. As soon as they stopped, gasping for breath, the ground started to shake again.

6.1. The ground shake caused

- A. parts of the ceiling to collapse.
- B. several people to get injured.
- C. the exit to become blocked.
- D. most damage to the car park floor.

6.2. Thomas warned the other people to escape the car park because

- A. he suspected the earthquake was not over.
- B. he was sure there would be a next shake.
- C. the place was about to collapse.
- D. none of them was aware of the danger.

6.3. When Thomas got into the shopping centre, he didn't expect

- A. the place to have suffered more damage than the car park.
- B. that so few people would be trying to leave the building.
- C. the evacuation to be already in process.
- D. Jess to know what to do in that situation.

Tekst 2.

A foreshock is often defined by experts as an acceleration of the seismic activity and may come either in the form of a series of seismic events or a single tremor. It is impossible to establish whether an earthquake is a foreshock until the subsequent main earthquake in the affected area has occurred. Foreshocks are typically of a lesser magnitude than the event they precede, although they are sometimes powerful enough to cause substantial damage. For example, the strongest earthquake ever recorded, known as the 1960 Valdivia Earthquake (9.5 on the moment magnitude scale), was preceded by a powerful foreshock with a force of 7.9 on the moment magnitude scale. The time span between a foreshock and the mainshock is an interesting feature. While it might be a matter of minutes, it can also extend to a much longer period, for instance, there is general agreement among seismologists that the 2002 Sumatra Earthquake was a foreshock of the 2004 Indian Ocean Earthquake.

Since the 1970s there have been an increase in the number of studies into various aspects of foreshocks, resulting from the common consent among experts that more data might allow for creating a warning system before large-scale impending earthquakes. Some such research has resulted in somewhat contradictory conclusions. The scientific model of nucleation, i.e. the beginning of an earthquake, shows that a smaller quake, a foreshock, is likely to trigger a larger one. However, another study conducted by a Stanford graduate has proven that in many cases the foreshocks were observed to relieve the factors leading to the mainshock rather than strengthen them. This confusion is probably due to the fact that, as observations have shown, many earthquakes do not manifest an obvious, repeatable behaviour, including the foreshock, mainshock, and aftershock pattern.

6.4. From both texts we learn that a foreshock

- A. can only be defined as such after the main event.
- B. is more likely to appear in certain seismic areas.
- C. might occur a long time before an earthquake.
- D. is usually weaker than the mainshock.

6.5. Which of the following is stated in the text as an opinion, and not a fact?

- A. Research into foreshocks could help predict powerful earthquakes.
- B. The main earthquake could be weaker if preceded by a foreshock.
- C. Earthquakes tend to vary in the way they occur.
- D. A foreshock may often cause a stronger shock.

Zadanie 7.

(0–4)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B, C albo D.

From:	marek@gogomail.coo
To:	amanda@friends.coo
Subject:	Hello!

Hi Amanda,

I've really had a hectic time since I started my university course in October and I'm sorry I haven't **7.1.** ____ in touch for so long.

A few words about how it's all been going. I moved to Cracow at the end of September. It **7.2.** ____ me and my friend, Adam, quite a bit of looking around before we found an affordable flat to rent. It is located a bit far from the city centre, but there are good public transport services. The basic amenities are also within a walking distance, so I can't really complain. Anyway, Adam and I have decided we'll need one more person to share the flat with us. **7.3.** ____, we both might be a bit short of money because the costs of living and studying are so high.

I even thought of getting a part-time job, but after the first two weeks of my studies I decided not to. The course is really demanding and we've already been given some assignments to write. At this moment I'm struggling with my paper on constitutional law. The research is taking me forever and I probably won't be able to go home for the weekend as I planned.

Anyway, how are things for you? You **7.4.** ____ working for that advertising company by now as you said you would at the beginning of October. So, how are you getting on?

Write back,

Marek

7.1.

- A. taken
- B. held
- C. kept
- D. made

7.2.

- A. had taken
- B. has taken
- C. would have taken
- D. was taking

7.3.

- A. Otherwise
- B. However
- C. Unlike
- D. Instead

7.4.

- A. had to start
- B. must have started
- C. would have started
- D. should have started

Zadanie 8.

(0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.) przekształcając wyraz podany w nawiasie, aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

THE DOS AND DON'TS AT A JOB INTERVIEW

Taking part in a job interview is an important step and can be rather stressful. While your qualifications and work experience are likely to play a **8.1.** _____ (decide) role in the final outcome of the interview, you can greatly improve your chances of getting a job by following a few simple rules.

- Although it is a good idea to prepare for the interview, do not overdo it! If you **8.2.** _____ (memory) or over-rehearse your answers to the probable questions, you will sound unnatural. What is worse, you might easily come to rely on the pre-prepared answers too much and will find it difficult to improvise if the need arises.
- Make sure you arrive early. Being late for a job interview is one of the **8.3.** _____ (forgive) things to do! That's why it is sensible to check on the location beforehand and make sure you can get there in good time.
- Try to appear unique to the interviewers. Remember that there might a number of other candidates with similar qualifications and experience, so the final **8.4.** _____ (select) will also depend on the impression you have made. Do try to stand out, but be careful not to appear too eccentric or unconventional.

Zadanie 9.

(0–4)

Uzupełnij zdania (9.1.–9.4.), wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

UWAGA: w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

- 9.1.** I was hoping for a quiet, relaxing evening in front of the TV.
However, **(hardly/I/come)** _____
back home when the doorbell rang.
- 9.2.** Don't you think Mark is wasting his potential in his company?
I think it's high time he **(make/mind/leave)** _____
_____ and start his own business.
- 9.3.** Let's stop and have something to eat.
(I/drive) _____
the past few hours and I really need a rest.
- 9.4.** You'd better call and check why she's late.
She **(may/forget/meeting)** _____.

[illegible]

