

TASK 1 Read the pairs of sentences below and decide if they have a similar (✓) or different (✗) meaning.

1.1.

- A. I take care of my younger brother a lot.
B. I look after my younger brother a lot.

1.2.

- A. Mark must have gone out last night.
B. Mark had to go out last night.

1.3.

- A. To my mind, reading history books is important.
B. I don't mind reading history books.

1.4.

- A. I found the experience quite satisfying.
B. I was quite satisfied with the experience.

1.5.

- A. Tom could speak three Spanish at the age of three.
B. Tom could have learned English when he was a child.

TASK 2 W zadaniach 2.1–2.4 spośród podanych opcji (A–C) wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Otocz kółkiem literę A, B lub C.

- 2.1. I feel unable to act when I see my closest friend suffering.
A) helpless
B) careless
- 2.2. But for your help, I would have never managed to achieve so much.
A) If it weren't
B) If it hadn't been
- 2.3. It's impossible that Mark took your umbrella – he had his own.
A) Mark can't have taken
B) Mark might not have taken
- 2.4. If you want to lose weight, you should start doing some sport.
A) give up
B) take up

TASK 3 Work in pairs and discuss the questions below.

- 3.1. When did you last go on a school trip?
3.2. Where and when did you go? Give details.
3.3. Name one thing that you learnt during the trip.
3.4. Describe an unfortunate event that happened during the trip.
3.5. Do you think that students should go on school trips or is it a waste of time? Explain your answer.
3.6. What makes a good school trip?

TASK 4

Twoja klasa była niedawno na wycieczce w sejmie. Napisz list do kolegi z Anglii, w którym:

- zrelacjonujesz przebieg wycieczki;
- opisziesz jedno niefortunne wydarzenie, jakie miało miejsce na wycieczce;
- napiszesz o dwóch ciekawych rzeczach, których się dowiedziałeś;
- podasz argumenty, dla których warto byłoby zorganizować podobną wycieczkę dla uczniów szkoły twojego kolegi w Anglii.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów - pamiętając, że jej długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są wytłuszczone). Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

Hi Ellis, I'm writing to tell you about a very interesting trip that our class went on last week.
.....
Talk to you soon. Jane

TASK 5 Do you know these words? Look them up in a dictionary.

.....
repeatedly, realm, naval, lush, vegetation, opulence, doubtful, accounts, whereabouts, infinite, approachable, scholar, incorporate
.....

TASK 6 Przeczytaj tekst, z którego usunięto cztery zdania. Dobierz brakujące zdania, aby otrzymać logiczny i spójny tekst. W każdą lukę (6.1–6.4) wpisz literę, którą oznaczone jest brakujące zdanie (A–F).
Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do tekstu.

ATLANTIS

– A TRUE STORY OR A FAR-FETCHED TALE?

Following logic, one of Plato's most famous stories—the catastrophic destruction of the ancient civilization of Atlantis—is almost certainly false. Why is it, then, that the story is still repeatedly told and, more importantly, believed, over 2,300 years after Plato's death?

6.1. ____ Others claim that although it is in fact just a myth, it has many elements that go beyond the realms of fantasy.

According to Plato, who told the story of Atlantis around 360 B.C., Atlantis was established by half gods and half humans.

6.2. ____ No wonder that the island of lush vegetation, full of natural resources and exotic wildlife, was a synonym for a life of opulence. All of this continued until the people of Atlantis became greedy and began to pursue goals of doubtful morality. The

gods' fury made them send punishment – a terrible night of fires and earthquakes which caused Atlantis to sink into the sea.

The number of speculations about where exactly Atlantis was is infinite. **6.3.** ____ Whatever its whereabouts, it is commonly agreed that Atlantis existed 9,000 years before Plato's time, or at least that's what he made us believe. If it hadn't been for priests and poets, the story would have never made it to Plato's times.

Fortunately it did. The problem is that few, if any, scholars actually fell for the tale of the lost civilisation. **6.4.** ____ Atlantis was merely a more approachable way of addressing some of his favourite themes.

- A. Most historians and explorers believe that Plato created the story of Atlantis to convey some of his philosophical theories, such as divine versus human nature, utopian societies and the gradual corruption of mankind.
- B. Atlantis is a legendary island from Plato's dialogues *Timaeus and Critias*, written in 360 BC. According to Plato, Atlantis was a naval power situated across the Pillars of Hercules.
- C. The place soon turned into a utopian civilization and a great naval power, which conquered vast lands from Western Europe to Africa.
- D. It might have been in the Mediterranean, off the coast of Spain. Some accounts hold that it must have been situated under what is now Antarctica.
- E. It might have been inspired by older traditions and mythology. Nowadays, it inspires mainly science fiction productions.
- F. Some say it is because it easily captures the human imagination.

TASK 7 Translate the underlined parts of sentences into Polish.

- 7.1. She must have had a great time on holiday – she looks happy and relaxed.
- 7.2. You could have broken your leg!
- 7.3. Laura can't have been invited to the wedding, the bride doesn't like her.
- 7.4. It may have been Tom who called last night.
- 7.5. If I hadn't passed all the exams, I wouldn't have gone on holiday.
- 7.6. If you had told me, I would have come sooner.

TASK 8 Przetłumacz fragmenty podane w nawiasach na język angielski, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

- 8.1. Tom should have been here by now. He (*mógł się zgubić*).....
- 8.2. He (*niemożliwe, że był w*) home yesterday.
- 8.3. You should (*być bardziej ostrożny*) – you almost got killed!
- 8.4. If I hadn't read the book I (*nie wiedziałabym*) what they were talking about.
- 8.5. She said that she (*zjadła za dużo ciastek*) and that she had a stomach ache.