



## PRZYKŁADY ĆWICZEŃ, KTÓRE MOGĄ POJAWIĆ SIĘ W TEŚCIE KOMPETENCJI JĘZYKOWYCH

1. Użyj odpowiedniej formy czasowników podanych w nawiasach tak, aby otrzymać logiczny i poprawny gramatycznie tekst.

### PRZYKŁAD:

*Gardening 1.(be) my passion for years. If you 2.(work) hard, your garden will resemble paradise. The rose 3.(believe) to be the queen of flowers, and for as long as I can remember, I 4.(fascinate) by the beauty and the scent of roses. I 5.(begin) growing them when I was very young.*

**KLUCZ:** 1 has been, 2 work, 3 is believed, 4 have been fascinated, 5 began

2. Ułóż pytania do podanych odpowiedzi. W podanych fragmentach nie należy niczego zmieniać.

### PRZYKŁAD:

1. \_\_\_\_\_ many traffic accidents in Poland in 2016?  
*Sadly, yes. According to police records, it was a tragic year on the roads.*
2. Excuse me, how \_\_\_\_\_ to the train station?  
*No more than a few hundred meters.*
3. Why \_\_\_\_\_ come to see me yesterday?  
*She couldn't. She had to stay at work until late.*

**KLUCZ:** 1 Were there, 2 far is it / long is the way, 3 didn't she / did she not

3. Dopasuj zdania do luk w tekście tak, aby powstał logiczny tekst. Jedno zdanie podane zostało dodatkowo.

### PRZYKŁAD:

*To swim with dolphins, no special skill is required, just common sense and a little respect for these wild creatures. Before we set out, our guides talked to us about what we could expect from the trip. Once on the boat, we watched for splashes on the surface of the water. 1.\_\_\_\_ On the other hand, if they were being playful, it could last as long as two hours. After a while, we noticed our first pod. The animals came rushing towards us, swimming alongside and overtaking the boat. We put on our snorkels and swam towards them. We couldn't see the dolphins very clearly, but the sounds they made – the high-pitched squeaks and the low clicking sounds were amazing. 2.\_\_\_\_ Some came so close that we could feel the pressure-wave as they passed. We spent an hour getting in and out of the boat, and visiting the pod. I later sat on the boat and watched the surface of the sea filled with perfectly arching dolphin backs.*



Some members of our group were able to dive down with dolphins and found the experience especially rewarding. Snorkelers, however, are always warned against touching the animals.

3. \_\_\_ They are, in fact, very sociable.

The guides told us they could recognize some of the dolphins by the markings on their backs, and some individuals appeared time after time. 4. \_\_\_

When they became bored with playing, on some hidden signal, the whole pod suddenly turned away from the boat and left at high speed. 5. \_\_\_ Eventually it was time to leave, and the boat turned back to port.

- A. The dolphins did not seem bothered by the swimmers' presence above them.
- B. We watched as hundreds of backs broke through the water's surface, heading off in the same direction.
- C. Indeed, this place was perfect for those seeking a close encounter with dolphins.
- D. This is despite the fact that dolphins have never been known to be aggressive towards human beings.
- E. We'd been told that if dolphins were hungry, we'd get just a short sighting of them.
- F. These would sometimes include mothers guiding their young to show them off.

**KLUCZ:** 1 E 2 A 3 D 4 F 5B

4. **Uzupełnij tekst wpisując w każdą lukę jeden wyraz. Formy skrócone np. don't, wasn't to dwa wyrazy.**

**PRZYKŁAD:**

A new study suggests that 1. \_\_\_\_\_ is a strong "inverse association"  
2. \_\_\_\_\_ fruit and vegetable consumption and mortality. People who eat at  
3. \_\_\_\_\_ seven portions of fruit and vegetables daily have a 42% lower risk of  
a heart attack 4. \_\_\_\_\_ those who eat just one portion.

**KLUCZ:** 1 there, 2 between, 3 least, 4 than,

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

**PRZYKŁAD:**

For decades, robots have (1)\_\_\_ sci-fi writers and film-makers with countless ways of exploring our hopes and fears about technology. They have functioned as (2)\_\_\_ helpers and oppressors of humanity, portraying the good and evil forces. In reality, (3)\_\_\_, robots as humanoid creatures have proved (4)\_\_\_ spectacular.

- |   |                 |            |               |           |
|---|-----------------|------------|---------------|-----------|
| 1 | A contributed   | B served   | C provided    | D given   |
| 2 | A either        | B both     | C equally     | D alike   |
| 3 | A though        | B despite  | C yet         | D whether |
| 4 | A a little less | B a little | C little less | D little  |



**KLUCZ:** 1C, 2B, 3A, 4A

6. Uzupełnij tekst wpisując w każdą lukę jeden wyraz z ramki. Każdego wyrazu możesz użyć tylko raz. W ramce jest 5 dodatkowych wyrazów, które nie pasują do tekstu.

**PRZYKŁAD:**

|                  |            |                |              |             |                  |                 |
|------------------|------------|----------------|--------------|-------------|------------------|-----------------|
| <b>MENTIONED</b> | <b>LET</b> | <b>UNCLEAR</b> | <b>THERE</b> | <b>ITS</b>  | <b>INCLUDING</b> | <b>PREVIOUS</b> |
|                  |            |                | <b>WHICH</b> | <b>TOLD</b> | <b>WITH</b>      |                 |

Your cat might not 1. \_\_\_\_\_ you know it, but it seems that your furry friend recognizes 2. \_\_\_\_\_ name, new research claims. 3. \_\_\_\_\_ studies showed that other animals, 4. \_\_\_\_\_ dogs and dolphins, could pick out certain words, yet it was 5. \_\_\_\_\_ whether cats could too.

**KLUCZ:** 1 let, 2 its, 3 Previous, 4 including, 5 unclear

7. Podaj jeden wyraz, który logicznie i poprawnie uzupełnia luki we wszystkich trzech zdaniach.

**PRZYKŁAD:**

1. \_\_\_\_\_
- You have no \_\_\_\_\_ to be here. Leave this room, please.
  - The question was too difficult; nobody gave the \_\_\_\_\_ answer.
  - Walk down the street and then turn \_\_\_\_\_ at the traffic lights.

**KLUCZ:** right

8. Używając podanego wyrazu, dokończ lub uzupełnij każde z następujących zdań w taki sposób, by znaczyło to samo, co zdanie wyjściowe. Nie wolno zmieniać formy podanego wyrazu.

**PRZYKŁAD:**

1. May I come a little later? **ME**  
Do you mind \_\_\_\_\_ later?

2. Joe needs to apply immediately if he wants to get this job. **NOT**  
Unless \_\_\_\_\_ get this job.

3. We will have to cancel the performance as the lead actor has fallen ill. **CALL** We  
will have to \_\_\_\_\_ as the lead actor has fallen ill.



**KLUCZ:** 1 me coming a little, 2 Joe applies immediately, he won't / will not, 3 call off the performance

**9. Dokończ lub uzupełnij każde z następujących zdań w taki sposób, by znaczyło to samo, co zdanie wyjściowe.**

**PRZYKŁAD:**

1. *They were serving the last drinks when I arrived.*

*The last drinks \_\_\_\_\_ when I arrived.*

2. *When you wait long, you get impatient.*

*The \_\_\_\_\_ get.*

**KLUCZ:** 1 were being served, 2 longer you wait, the more impatient you

**10. Przekształć wyrazy podane w nawiasach tak, by pasowały do kontekstu. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

**PRZYKŁAD:**

1. *Stephen was punished for his rude and \_\_\_\_\_ (RESPECT) behaviour.*

2. *We watched live \_\_\_\_\_ (COVER) of the match on TV*

**KLUCZ:** 1 disrespectful, 2 coverage

**11. Przetłumacz na język angielski fragmenty zdań podane w nawiasach.**

**PRZYKŁAD:**

1. *Managers want \_\_\_\_\_ (żeby ich pracownicy byli) hard-working and efficient. 2. I won't accept their offer \_\_\_\_\_ (chyba, że dostanę) much more money.*

**KLUCZ:** 1 their employees to be, 2 unless I get

**12. Przeczytaj tekst, a następnie odszukaj w nim wyrazy, których definicje podano poniżej. W nawiasie obok każdej definicji podano numer akapitu, w którym dany wyraz się znajduje.**



### PRZYKŁAD:

[1] *Romantic relationships are increasingly significant in the lives of young people as they move from early to late adolescence. These relationships can take many different forms. For youngsters in their early teens romantic thoughts may involve people who are out of reach. Teenagers often idolize popular singers or movie stars. The objects of this admiration are regarded as gods by their smitten worshippers.*

1. *more and more* [1] \_\_\_\_\_
2. *adore, worship* [1] \_\_\_\_\_
3. *devoted, passionate* [1] \_\_\_\_\_

**KLUCZ:** 1 increasingly, 2 idolize, 3 smitten

**13.** **Uzupełnij zdania, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast (jeśli to konieczne) dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę wolno wpisać maksymalnie 6 wyrazów, wliczając w to wyrazy już podane. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów..**

### PRZYKŁAD:

1. *What time (train / suppose / leave) \_\_\_\_\_?*
2. *While Linette (argue / boy-friend), \_\_\_\_\_, her sister entered the room.*
3. *Don't enter now, please. (room / be / clean) \_\_\_\_\_ right now*

**KLUCZ:** 1 is the train supposed to leave, 2 was arguing with her boy-friend, 3 the room is being cleaned

### SPOSÓB PUNKTOWANIA

1. Każde zadanie testowe jest oceniane na 1 lub 0 punktów.
2. W przypadku zadań otwartych krótkiej odpowiedzi **każde logiczne, spójne, poprawne językowo** rozwiązanie jest punktowane.
3. Jeśli w poleceniu nie jest wymagana pełna poprawność zapisu, drobne błędy zapisu nie wpływają na przyznanie punktu.

Przykładowe testy z lat ubiegłych można odpłatnie nabyć w sekretariacie szkoły.