kompendium

do matury dwujęzycznej



Joanna Sobierska-Paczesny
Jeremy Day

macmillan education

SPIS TREŚCI

Matura dwujęzyczna w pigułce: co warto wiedzieć? 2-3

Słownictwo przydatne na egzaminie

Bank wyrazów i zwrotów 4-5

Sprawdź się! 6

Część ustna

Opis i kryteria oceniania 7
Bank zwrotów i wyrażeń 8
Rozmowa wstępna krok po kroku 9
Zadanie 1.: przykłady 10
Zadanie 1. krok po kroku 11
Zadanie 2.: przykłady 12
Zadanie 2. krok po kroku 13
Przykładowy zestaw 1. 14
Przykładowy zestaw 2. 15

Część pisemna

Znajomość środków językowych

Wybór wielokrotny 16-17
Dobieranie 18
Uzupełnianie luk 19
Transformacje zdań z podanym słowem 20
Transformacje zdań bez podanego słowa 21
Tłumaczenie fragmentów zdań 22
Słowotwórstwo: zasady i przykłady 23
Słowotwórstwo 24-25
Gramatykalizacja 26
Sety leksykalne 27-28

Wypowiedź pisemna

Opis i kryteria oceniania 29
List formalny 30
Bank zwrotów i wyrażeń 31
Rozprawka 32-34
Bank zwrotów i wyrażeń 35
Artykuł 36
Bank zwrotów i wyrażeń 37

Analiza prac pisemnych

Zgodność z poleceniem (element treści i formy) 38
Treść; Spójność i logika wypowiedzi 39
Język; Spójność i logika wypowiedzi 40
Bogactwo językowe i zakres środków językowych (styl formalny) 41
Bogactwo językowe i zakres środków językowych (styl barwny) 42
Kryteria oceniania: sprawdź się! 43

Przykładowy arkusz egzaminacyjny

Rozumienie ze słuchu 44-45
Rozumienie tekstów pisanych 46-49
Znajomość środków językowych 50-51
Wypowiedź pisemna 52

Audioskrypt 53-54

Matura dwujęzyczna w pigułce: co warto wiedzieć?

INFORMACJE OGÓLNE

Egzamin maturalny na poziomie dwujęzycznym ulega od roku szkolnego 2022/2023 niewielkim zmianom, jednak jego zasadnicza forma pozostaje taka sama. Składa się on z trwającej 180 minut części pisemnej oraz trwającej 20 minut nieobowiązkowej części ustnej. **Egzamin dwujęzyczny pisemny jest obowiązkowy dla uczniów klas dwujęzycznych**, a przez uczniów innych klas może być wybrany jako przedmiot dodatkowy. Poziom egzaminu może różnić się w danym roku szkolnym.*

STRUKTURA EGZAMINU

Pisemny egzamin maturalny na poziomie dwujęzycznym jest bardzo podobny w swojej strukturze do egzaminu na poziomie rozszerzonym, ale trwa o pół godziny dłużej, ponieważ teksty są dłuższe oraz trudniejsze językowo. Natomiast egzamin ustny ma swoją własną specyficzną formę.
Zobaczmy, z jakich elementów składają się poszczególne części egzaminu.

Część pisemna 🕘 180 min.

CZĘŚCI EGZAMINU	LICZBA ZADAŃ	PUNKTACJA	CZAS TRWANIA
Rozumienie ze słuchu	3-4	15	ok. 30 minut
Rozumienie tekstów pisanych	3-4	16	ok. 150 minut
Znajomość środków językowych	3-4	14	
Wypowiedź pisemna	1 wypracowanie	15	

Trzy pierwsze części egzaminu składają się z zadań zamkniętych, w których trzeba dobrać lub wybrać właściwą odpowiedź, i otwartych, w których uczeń samodzielnie wpisuje odpowiedzi. Zmiana w stosunku do poprzednich lat to pytania otwarte zamieszczone w części sprawdzającej umiejętność rozumienia tekstu pisanego. *Znajomość środków językowych* to zadania sprawdzające znajomość słownictwa i gramatyki. W ostatnim zadaniu w części pisemnej uczeń wybiera jeden z dwóch podanych tematów i pisze wypracowanie zawierające 300–350 wyrazów.

Rodzaje zadań w części pisemnej

CZĘŚCI EGZAMINU	ZADANIA ZAMKNIĘTE	ZADANIA OTWARTE
Rozumienie ze słuchu	• dobieranie wypowiedzi do zdań (*which speaker …*) • wybór wielokrotny (A, B, C, D)	• odpowiedzi na pytania • uzupełnianie zdań • uzupełnianie streszczenia
Rozumienie tekstów pisanych	• dobieranie zdań do luk w tekście • dobieranie fragmentów do luk w tekście • wybór wielokrotny (A, B, C, D) • dobieranie akapitów do zdań *(in which paragraph …)*	
Znajomość środków językowych	• wybór wielokrotny (A, B, C, D)	• dobieranie • zadanie z lukami otwartymi (uzupełnianie luk) • transformacje zdań z podanym słowem lub bez podanego słowa • tłumaczenie fragmentów zdań (z języka polskiego na język angielski) • słowotwórstwo • gramatykalizacja • sety leksykalne (zestawy trzech zdań do uzupełnienia jednym wyrazem)
Wypowiedź pisemna	• list formalny • rozprawka • artykuł	

* W 2023 i zapewne w 2024 roku na egzaminie dwujęzycznym wymagane są umiejętności czynne na poziomie B2+ oraz bierne (rozumienie ze słuchu i rozumienie tekstów pisanych) na poziomie C1. W 2025 roku ten poziom ma być wyższy, będzie to poziom C1 dla umiejętności czynnych i C2 dla umiejętności biernych.

Część ustna 15 min.

CZĘŚĆ EGZAMINU	TYPY ZADAŃ	PUNKTACJA		CZAS TRWANIA
		zgodność z poleceniem	umiejętności językowe	
Rozmowa wstępna	2-3 pytania	–	16	1 minuta
Rozmowa na podstawie materiału stymulującego	2 zdjęcia i 3 pytania do nich	6		4 minuty
Prezentacja	prezentacja i 3 pytania egzaminatora	8		10 minut

JAK SIĘ PRZYGOTOWAĆ?

W dalszej części kompendium zaznajomimy Cię szczegółowo z wymaganiami egzaminacyjnymi i podpowiemy, jak sobie radzić z różnymi rodzajami zadań. Zobacz, gdzie znajdziesz poszczególne informacje:

Słownictwo przydatne na egzaminie
W tej sekcji znajdziesz słownictwo na poziomie matury dwujęzycznej, które występować może w różnych zadaniach egzaminacyjnych, zarówno w tekstach, jak i w pytaniach. Znajdziesz tam również przykłady zadań z użyciem tego słownictwa.

Część ustna
Ta część broszury zaznajomi Cię z konstrukcją tej części egzaminu i rodzajami zadań oraz z wymaganiami i kryteriami oceniania. Znajdziesz tu również przykładowe zadania i modelowe odpowiedzi, banki zwrotów i wyrażeń, a także dwa zestawy egzaminacyjne.

Znajomość środków językowych
Tu znajdziesz przykłady wszystkich rodzajów zadań, które mogą pojawić się w tej części egzaminu: zadania na wybór wielokrotny, dobieranie, zadania z lukami otwartymi, transformacje zdań z podanym słowem i bez podanego słowa, tłumaczenie fragmentów zdań, słowotwórstwo wraz z przydatnymi tabelami, gramatykalizację i sety leksykalne.

Wypowiedź pisemna
Ta sekcja zaznajomi Cię z wymaganiami i kryteriami oceniania prac pisemnych i rodzajami wypracowań. Znajdziesz tu również przykładowe zadania i modelowe wypowiedzi oraz przydatne wskazówki. Dodatkowo znajdują się tu banki zwrotów i wyrażeń pomocne w pisaniu własnych tekstów.

Przykładowy arkusz
Tu przećwiczysz całą część pisemną egzaminu: rozumienie ze słuchu, rozumienie tekstów pisanych, znajomość środków językowych i wypowiedź pisemną.

Co to znaczy?
Tak oznaczone sekcje w kompendium zawierają szczegółowe informacje dotyczące każdego z zadań, wymagań egzaminacyjnych i kryteriów oceny.

Krok po kroku
Te sekcje to okazja do samodzielnego wykonania zadań egzaminacyjnych w części ustnej.

Czego oczekiwać?
W tych sekcjach kompendium znajdziesz szczegółowy opis danej części egzaminu.

Zrozumienie struktury egzaminu, jego wymogów formalnych oraz tego, jakie umiejętności sprawdza każdy jego element, pomoże Ci zdać ten egzamin świadomie, bez stresu i osiągnąć jak najlepszy wynik!

Zaczynamy?
Przejdź na stronę 4 i do dzieła!

VERBS

abide by (the law) przestrzegać (prawa)
accelerate przyspieszać (np. rozwój)
acclaim darzyć uznaniem
acknowledge sth przyznawać się do czegoś, pogodzić się z czymś
address sth odnieść się do czegoś
advocate popierać
aggravate pogorszyć (np. sytuację)
allot przydzielać
amend modyfikować, poprawiać
anticipate przewidzieć, oczekiwać
appeal for sth / to sb zaapelować o coś/do kogoś
assert oneself zapewniać siebie
assess oceniać, szacować
attest potwierdzić, zaświadczyć
attribute sth to sth przypisywać coś (np. zysk, sukces) czemuś
backtrack (from sth) wycofać się, odstąpić (od czegoś)
begrudge żałować (np. czasu, pieniędzy); zazdrościć
benefit zyskiwać, odnosić korzyści
blossom rozkwitać
captivate urzekać, zauroczyć
capture (meaning) wiernie oddawać (znaczenie)
cease przestać, zaprzestać
cede zrzekać się, oddawać
cherish pielęgnować, czcić
coincide with sth zbiegać się z czymś
commemorate upamiętniać
commit to sth zobowiązać się do czegoś
comply with sth stosować się do czegoś
concede przyznać
concur with sb zgadzać się z kimś
confide in sb zwierzać się komuś
confine oneself to sth ograniczać się do zrobienia czegoś
conform to sth dostosowywać się do czegoś
conform to sth / with sth być zgodnym z czymś
confront przeciwstawiać się
consent to sth zgadzać się z czymś, wyrażać zgodę na coś
construe interpretować
contribute (to sth) wspomóc, przyczynić się (do czegoś)
convene zwoływać (np. spotkanie), zbierać się (np. w grupie)
counter (arguments) zbijać (argumenty)
curtail ograniczać
debunk obalać (np. mity, teorie)
decipher rozszyfrować
decline (an invitation) nie przyjąć (zaproszenia)
defer odraczać, opóźniać
deflect (criticism) odpierać (krytykę)
depict przedstawiać
deplore ubolewać nad czymś
deprive sb of sth pozbawiać kogoś czegoś
derive (pleasure) from sth znajdować w czymś (przyjemność)
deter from sth zniechęcać do czegoś
devalue dewaluować, nie doceniać
differentiate between sth and sth odróżniać coś od czegoś, rozróżniać
diminish zmniejszać, osłabiać (np. autorytet)
disclose ukazać, ujawniać
disdain pogardzać
dispel (misconceptions) obalić (mity)
dissuade sb from sth zniechęcać/odwieść kogoś od czegoś
ease ułatwiać
elaborate on sth wyjaśniać coś, omawiać coś
embody reprezentować, uosobić
emerge from sth wychodzić z czegoś
endorse udzielać poparcia, zatwierdzać
endure wytrwać
enforce wprowadzać w życie, egzekwować
enhance zwiększać, wzmacniać
enliven ożywić
enumerate wyliczać, wymieniać
envisage przewidywać, wyobrażać sobie
epitomize uosabiać, być przykładem
erase (a memory) wymazać (wspomnienie), kasować
evade uchylać się od czegoś
evince przejawiać (np. talent)
evoke (responses) wywoływać (odpowiedzi)
exercise (authority) mieć (autorytet)
exert (pressure) wywierać (presję)
expand rozwijać, powiększać
extrapolate przewidywać, wnioskować (o czymś)
facilitate ułatwić
foster sprzyjać
halt zatrzymywać, przerywać
hamper utrudniać
harbour (doubts) ukrywać (wątpliwości)
harness wykorzystywać
impair niekorzystnie wpłynąć na, zaszkodzić
incline skłaniać się, przychylać się
incorporate włączać, zawierać w sobie
indicate wskazywać na coś, świadczyć o czymś
infer wnioskować
inflict wymierzać (np. karę), zadawać (np. ból), wyrządzać (np. krzywdę)
infuse sb with sth natchnąć kogoś czymś
inquire about sth zapytać o coś
insinuate insynuować, dawać do zrozumienia
instil wpajać (np. odwagę)
interfere mieszać się, wtrącać
issue (an order) wydawać (rozkaz)
jeopardise narazić na niebezpieczeństwo
juxtapose zestawiać (np. kolory)
lavish nie szczędzić, obdarzać
lay sth aside odkładać coś na bok
merge łączyć, scalać
merit zasługiwać na
misconceive opacznie zrozumieć
near zbliżać się do
oblige zobowiązać
omit pomijać
opt for sth wybierać coś
optimise optymalizować
oscillate wahać się, oscylować (np. o cenach)
pile (the expectations) on sb obciążyć kogoś (oczekiwaniami)
pose (a problem) stanowić (problem)
praise chwalić
pre-empt uprzedzać, udaremniać
pressure sb into (doing) sth zmuszać kogoś do (zrobienia) czegoś
preview omawiać
proceed to do sth przejść do robienia czegoś
proffer podawać (np. rękę), wręczać (np. kwiaty), dawać
prompt skłaniać do, zachęcać
quell zdławić, stłumić
reassess oceniać ponownie
refute (an argument) obalać (argument)
reinforce (ideas) wzmacniać (idee)
relish rozkoszować się, cieszyć się z
remain pozostać, zostać
reminisce about wspominać
resent sb żywić do kogoś urazę
resort to sth uciec się do czegoś
restrict ograniczać

Zestawy słów i zwrotów dostępne na www.macmillan.pl/aplikacja-quizlet

ridicule wyśmiewać
rule sth out wykluczać coś (np. możliwość)
shift sth away from sth odsunąć coś od czegoś
shy away from (doing) sth cofnąć się przed czymś/zrobieniem czegoś
spark off zapoczątkować, wywołać
spearhead zainicjować, podjąć działanie
stipulate określać (np. warunki)
summon wezwać, zawołać
suppress powstrzymywać (np. śmiech)
symbolise symbolizować
tackle (a problem) rozwiązać (problem)
take sth for granted brać coś za pewnik
transpire wychodzić na jaw
trigger wywoływać, spowodować (np. reakcję, debatę)
underestimate nie doceniać
undermine podkopywać, podważać (np. autorytet)
unravel rozplątać, rozwiązać
unveil odkryć, odsłonić
urge popędzać, zachęcać
vanquish przezwyciężyć
weigh (arguments) rozważać, porównywać (argumenty)
wield (control) sprawować (kontrolę)
yield to pressure ulegać naciskom
yield to sth ustępować pola czemuś

ADJECTIVES and PARTICIPLES

abiding trwały, nieprzemijający
abounding obfitujący
abrupt nagły, gwałtowny
adverse (opinion) negatywna, niesprzyjająca (opinia)
affable przyjazny
affected by sth dotknięty, wstrząśnięty czymś
afoot w toku, w przygotowaniu
akin podobny, zbliżony
alleged domniemany, rzekomy
aloof powściągliwy, wyniosły
apprehensive pełen obaw
arbitrary dowolny
arduous żmudny
astounding zdumiewający
austere prosty, surowy
beset obarczony, dręczony
bewildered zdumiony, oszołomiony
boisterous szumny, huczny
cheeky zuchwały
complacent about sth zbyt pewny czegoś (np. sukcesu)
conducive to sth sprzyjający czemuś
constricted ograniczony, skrępowany
deceitful podstępny, zwodniczy
detached from sth oderwany / oddzielony od czegoś
detrimental szkodliwy, niekorzystny
disaffected niezadowolony, zniechęcony
disgusted oburzony, zniesmaczony
disheartened zniechęcony
disillusioned with sth rozczarowany czymś
dismissive (attitude) lekceważące (podejście)
distinctive charakterystyczny, wyróżniający się
distinguished wybitny
doubious wątpliwy
eccentric ekscentryczny, dziwaczny
eerie (coincidence) niesamowity (zbieg okoliczności)
egregious rażący, skandaliczny
engrossed pochłonięty, pogrążony
feasible realny, możliwy do zrealizowania
ferocious wściekły, dziki, brutalny
fictitious zmyślony, fikcyjny
foolhardy lekkomyślny, brawurowy
fortuitous szczęśliwy, korzystny
futile (effort) daremny (wysiłek)
gruelling wyczerpujący
hapless bezradny, nieszczęśliwy
hefty mocny, ogromny
hostile wrogi, nieprzyjazny
illicit niedozwolony, nielegalny
immaculate nieczytelny
imminent bliski, rychły
impending nadchodzący
imperative konieczny, niezbędny
impervious to (criticism) niewrażliwy na (krytykę)
inclined to do sth skłonny do zrobienia czegoś
inconceivable nie do pomyślenia
inconsolable żałosny, niepocieszony
indignant over / about sth oburzony z powodu czegoś
indispensable niezbędny
ineffable niepojęty
inscrutable zagadkowy
intimidating onieśmielający, przerażający
intrinsic wrodzony, nieodłączny
jolting wstrząsający
liberating wyzwalający, dający poczucie swobody
marred zakłócony, zniekształcony
mind-numbing otępiający, ogłupiający
mundane prozaiczny, przyziemny
negligible nieistotny
oblivious (of sth / to sth) nieświadomy (czegoś)
obsolete przestarzały
one-dimensional jednowymiarowy
onerous uciążliwy
orderly zdyscyplinowany
overwhelmed with / by sth przytłoczony czymś; do głębi poruszony czymś
peculiar specyficzny, szczególny
perplexed zakłopotany
persistent (efforts) zawzięte (wysiłki)
pervasive być rozpowszechnionym
polarised o przeciwstawnych opiniach/stanowiskach
precautionary przezorny
precipitious gwałtowny
preoccupied with sth zaabsorbowany czymś
prominent widoczny, znaczący
prosperous bogaty, dobrze prosperujący
purposeful celowy, zamierzony
rabid zaciekły, zażarty
reckless nierozważny, lekkomyślny
relevant istotny, ważny
relieved at sth odczuwający ulgę z powodu czegoś
reluctant niechętny
renowned for sth znany z czegoś
resentful pełen urazy
resilient odporny, wytrzymały
savvy bystry
snide (remarks) złośliwe (uwagi)
sobering (reality) trudna, niepozostawiająca złudzeń (rzeczywistość)
staggering szokujący
strenuous wyczerpujący
subordinate podporządkowany
substantial istotny
taken aback zaskoczony
uncanny niezwykły, zadziwiający
underpinned by sth oparty na czymś
undeterred niezrażony
untimely przedwczesny
untoward niemiły, nieprzewidziany
uplifting podnoszący na duchu
utter całkowity, pełny
vague niejasny, niejednoznaczny
versatile wszechstronny
vocal głośno wyrażający opinię
waning słabnący
wary of sth nieufny, ostrożny w stosunku do czegoś
weary zmęczony, znużony

Zestawy słów i zwrotów dostępne na www.macmillan.pl/aplikacja-quizlet

Słownictwo przydatne na egzaminie

» Sprawdź się!

▶ AUDIO 01

1 **01 You are going to hear four people talking about ecological problems and solutions. For questions 1–5, choose the right speaker (A–D) and put a cross (X) in the appropriate column in the table. One speaker must be chosen twice. You will hear the recording twice.**

Which speaker		A	B	C	D
1	believes that with the right mindset trash reduction ideas are quite feasible?				
2	praises the person who spearheaded a project?				
3	is dismissive about the results of ecological legislation?				
4	underestimated people's will to change?				
5	explains why the new solution aggravated a well-established company?				

2 **Read the following extract and complete the sentence below. Decide which answer (A–D) is correct.**

When I took my idea for this app to the potential sponsors, I was full of enthusiasm and unshakeable in my conviction that it was brilliant. Its roots were rather conventional, I mean dating apps are a dime a dozen, but it was innovative as well. Browsing through hundreds of pictures is such an obsolete way of doing things and my app could create a revolution. Well, not according to the guys with fat accounts, as I gathered after months of fruitless meetings and 'thanks, but no thanks' emails. But I refused to put it on ice and so it was back to the drawing board. And then it hit me. Crowdfunding! Tonight, I'm having a meeting with a friend who knows how to organize that and I have a gut feeling that it will do the trick.

In this paragraph the author of the text

A presents himself as defying convention.
B is apprehensive about the upcoming meeting.
C is resentful of the criticism he received.
D seems rather undeterred by his problems.

3 **Read the following extract and complete the sentences below.**

As an archaeologist, I see myself as an investigator of the past. Sort of like CSI, but there is no crime (although, come to think of it, sometimes what was supposed to be a natural death does turn out to have been a regicide), just stories that we need to decipher from the traces they left in ancient tablets, artefacts and piles of rubbish we are sometimes lucky to uncover. It rarely happens, but when it does, the wealth of information that can be gleaned from them unveils the picture of lives long gone. Similarly with tombs of great kings and pharaohs, but these are rarely untouched. Deplorable though it sounds, tomb raiding has been a common occurrence for ages and these people have little respect for the dead and even less for the artefacts surrounding them. They loot whatever they deem valuable, trashing the place in the process. When we come across a place like that, we meticulously and laboriously recreate the objects that have been smashed to smithereens. Not everyone has the diligence it takes, but I believe it's what has led me to my greatest discoveries.

1 The author backtracks his statement that he doesn't _____ in his work.
2 His work often involves attempting to read _____.
3 Piles of rubbish yield _____ people in the past.
4 The author clearly _____ tomb riders.
5 Mending artifacts requires a lot of _____.
6 He attributes his success to being _____.

4 **Rewrite the sentences, using the words given. Do not change the word given. Use up to five words including the word given.**

1 After our conversation he decided not to go bungee jumping. **DISSUADE**
We managed _____ bungee jumping.
2 Jason caused Mandy to cry because he was saying mean things to her. **SNIDE**
Jason's _____ to Mandy's eyes.
3 The new research showed we were wrong about effects of eating chocolate. **DEBUNKED**
The new research _____ concerning effects of eating chocolate.
4 The general ordered them to move back. **ISSUED**
The general _____ to move back.
5 According to the doctors, the man can't have lupus. **RULED**
_____ as a possible diagnosis.
6 I shocked the board with my suggestion. **TAKEN**
The board _____ my suggestion.

OPIS EGZAMINU

Rozmowa wstępna 🕘 1 min.

Część ustna zaczyna się od losowania zestawu egzaminacyjnego, na którym znajdują się dwa zadania. Zanim przejdziesz do ich wykonywania egzaminator zabierze Twój zestaw i zada Ci 2-3 pytania dotyczące Twoich zainteresowań, poglądów i stylu życia. Nie musisz swoich wypowiedzi za bardzo rozwijać, chodzi tylko o to, żeby oswoić się z sytuacją i przestawić na język angielski. Pamiętaj jednak, że językowy poziom Twoich odpowiedzi jest oceniany już na tym etapie.

» *strona 9*

Zadanie 1. 🕘 4 min.

Dostaniesz teraz wylosowany przez siebie zestaw egzaminacyjny. W Zadaniu 1. znajdują się dwa powiązane ze sobą tematycznie zdjęcia, czyli tzw. materiał stymulujący. Przy każdym z nich będzie jedno pytanie. Pytania A i B dotyczą każdego ze zdjęć oddzielnie, a pytanie C dotyczy tematu wspólnego dla obu ilustracji. Te same pytania zada Ci egzaminator. Masz maksymalnie 10 sekund na przygotowanie każdej odpowiedzi. Egzaminator tylko słucha, nie prowadzi z Tobą rozmowy. **Uwaga:** To zadanie to **nie opis** ilustracji!

Zadanie 1A (1 min.)
zdjęcie A + pytanie

»

Zadanie 1B (1 min.)
zdjęcie B + pytanie

»

Zadanie 1C (2 min.)
pytanie łączące zdjęcia A i B

» *strony 10–11*

Zadanie 2. 🕘 10 min.

To zadanie składa się z dwóch części. Część A to prezentacja na podany temat, bardzo podobna do rozprawki w części pisemnej egzaminu. Temat będzie podany w zestawie egzaminacyjnym. Na przygotowanie prezentacji masz maksymalnie 2 minuty, na zaprezentowanie jej – 3 minuty. Część B to odpowiedzi na trzy pytania dotyczące kwestii powiązanych z tematem prezentacji (ale nie bezpośrednio z jej treścią). Pytania znajdują się tylko w zestawie dla egzaminatora. Przygotuj się na to, że w trakcie tej rozmowy egzaminator będzie prosił Cię o uściślenie bądź obronę swoich poglądów. Nie stresuj się – to nie znaczy, że mówisz coś nie tak. Po prostu sprawdzana jest Twoja umiejętność brania udziału w rozmowie, obrony swoich opinii i stosowania przykładów i argumentów.

Zadanie 2A (3 min.)
prezentacja

»

Zadanie 2B (5 min.)
odpowiedź na 3 pytania

» *strony 12–13*

KRYTERIA OCENIANIA (30 pkt)

Zgodność z poleceniem: 14 pkt	Umiejętności językowe: 16 pkt
• zadanie 1.: 6 pkt • zadanie 2. – prezentacja: 4 pkt • zadanie 2. – odpowiedzi na pytania: 4 pkt	• zakres środków leksykalno-gramatycznych: 5 pkt • poprawność środków leksykalno-gramatycznych: 5 pkt • wymowa: 3 pkt • płynność wypowiedzi: 3 pkt

CO TO ZNACZY: *zgodność z poleceniem*?

W ocenie bierze się pod uwagę kilka elementów:

a. adekwatność odpowiedzi wobec zadanego pytania/polecenia, w tym nawiązanie do wszystkich elementów polecenia i omówienie ich (każdy z elementów trzeba odpowiednio rozwinąć),
b. stopień złożoności argumentacji,
c. spójność i logikę wypowiedzi,
d. kompozycję wypowiedzi (Zadanie 1. i 2A),
e. adekwatność reakcji w sytuacjach komunikacyjnych stworzonych przez egzaminującego.

» *strony 10–13*

CO TO ZNACZY: *umiejętności językowe*?

Aby uzyskać 5 pkt za **zakres struktur leksykalno-gramatycznych**, należy wykazać się szerokim zakresem słownictwa, środków frazeologicznych i struktur gramatycznych **na poziomie C1**, a także precyzją języka i brakiem powtórzeń.
Aby uzyskać maksymalną liczbę punktów w ocenie **poprawności struktur leksykalno-gramatycznych i wymowy**, błędy struktur i wymowy mogą występować tylko bardzo sporadycznie i nie mogą zakłócać komunikacji. Dotyczy to nie tylko wymowy pojedynczych wyrazów i dźwięków, ale również akcentowania i intonacji zdań. **Płynność** oznacza brak nieuzasadnionych pauz w wypowiedzi. **Uwaga**: Zdający, który przystąpił do realizacji tylko jednego zadania, może za każde z kryteriów umiejętności językowych otrzymać maksymalnie 2 punkty.

INTRO QUESTIONS

Let me begin by saying …
Oh, that's easy / interesting …
I've never really considered that issue …
Well, it depends how you look at it …
Let me tell you a story connected with this …
I'd rather … than …
If you ask me, …

COMPARING AND CONTRASTING

The main theme here …
A is far more … than B …
B is far less … than A …
While picture A …, picture B …
The general idea is similar, but otherwise they are very different …
Similarly, …
… likewise.
In the same way …
… is comparable to …
… is nothing like …
… varies / differs greatly from …
… shares some characteristics.
… has a lot in common with …
There's a clear similarity …
The most apparent / striking difference is …
There's a sharp contrast between …
Substantial differences can be seen ….
Contrary to what is suggested in picture A, picture B proves …
Although they both deal with …, the differences are key.

CONCLUDING

For the above mentioned reasons …
Therefore I feel that …
All things considered …
In conclusion …
Taking everything into account, I would choose / say …

PARTICIPATING IN A DISCUSSION

I'm sorry to say that I disagree, but …
Quite right, but it doesn't mean that …
That might be true up to a point, but we should also consider …
I only agree with this statement to some extent.
I must say I see it differently. To my mind, …
I see what you mean / I see your point, however …
I see what you're getting at, yet …
In a way you're right but what also needs to be considered …
To give one example of what I mean / What I meant was …
To be more precise …
I go along with you on this because …
That's one way of looking at it, but I guess …
And yet if we look at it from the completely opposite direction, we can see / say that …
On second thoughts, I have to agree with you …
Unfortunately, that is not the case …
Let's agree to disagree on / about …

DESCRIBING PICTURES

The picture shows someone who / something which apparently …
What strikes me about this picture …
It is obvious that …
The woman / man might have been / might be …
I cannot say for certain, but most likely …
If I had to guess I'd say …
In my personal opinion, …
It's obvious from …. that they are … / he/she/it is …
This is a typical / highly unusual / run of the mill …
From what I can gather, the picture was taken …
It depicts a person who …
Judging from … I can say / assume that …
I get the impression that …
It looks as if …
I could be wrong here but it appears that …

DISCUSSING ASPECTS OF AN ISSUE

To begin with, …
First off, …
I feel like the most important issue …
Regarding / Concerning …
With respect to …
With reference to …
In regard / reference to …
When it comes to …
Moving on to …
So turning to …
In my (personal) experience …

ANSWERING QUESTIONS

To be honest, I have very strong reservations …
Frankly speaking, none of these options really appeal to me / suit me.
I wouldn't totally agree with a statement that …, since …
It definitely bears mentioning …
It must be said that …
While on the one hand …, on the other …
That's a tough issue since …
There's not one answer to it …
It seems impossible to give a definite yes or no here.
I'm straddling the fence here …
This is not a black and white issue …
It's not as simple as it may seem …
I feel like the best way to handle this problem …
My first preference would be to …
If it's a choice between … and …, then I'd go for …
I would opt for …
I have never thought much about … but if I were to make a guess, I think …
In terms of …, I have never really considered that aspect, but I suppose …
That's a side of the issue I have never dwelled on, but thinking about it now, I would say …
Oh, that's an interesting question because there are a number of factors involved, such as …
Actually, there are number of issues here, for example …
What springs to mind when we talk about this is also the fact that …
What flashes through my mind when I think of this is …
So the off top of my head I would say that …

CZEGO OCZEKIWAĆ?

Rozmowa wstępna jest rodzajem rozgrzewki, która ma zachęcić Cię do mówienia i myślenia w języku angielskim. Jednak język, którego używasz, jest oceniany już na tym etapie. Pamiętaj, Twoje odpowiedzi nie muszą być zabawne lub zbyt wnikliwe, ważne, żeby były na temat i żeby odpowiedzieć na każde pytanie. Nie obawiaj się stosowania kolokwializmów i idiomów.

1 Read the questions and the answers. Then match them with strategies A–C.

1 *What would you do if you won a lot of money in a lottery?*

Actually, between the dreams and the needs of my family, it would not be an easy choice. I guess it would depend on how big of a fortune I'd win. I would definitely like to provide for my parents, to ensure they wouldn't want for anything when they retire. Maybe with a trust fund or some other investment? On the other hand, it would be tempting to just throw caution to the wind and spend it all on making a crazy dream, like a trip down the Amazonian River, come true.

2 *What is the most memorable event from your childhood?*

I would have to say it's when I travelled by plane for the first time. Being just four at the time and having only played with planes before, I did know we would be going up in the air but had no clue about what it really meant. The take-off was fun and I was excited, but as we continued our ascent and the earth was moving away my initial enthusiasm faded, giving way to fear. I was petrified. Then, to make matters worse we encountered some - according to my parents very mild - turbulences. I was scared out of my wits, screaming at the top of my lungs. I still quake in my boots when I recall that.

3 *Do you visit museums often? (Why/Why not?)*

Hmm ... In my primary school years I would have answered 'too often' because our head teacher was a huge believer in field trips. They tended to be rather boring, I'm sorry to say, and they put me off museums. But I do appreciate art and history. It's just that the museums that I'd like to visit are not within my reach, like the Louvre or the Cairo Museum with all the mummies of ancient pharaohs. So instead, every once in a while, I browse the museum collections that have been made available online. Not sure if that counts as visiting though.

Which answer:

A describes something in detail? ___ **B** turns the question around a bit? ___ **C** shows various possibilities? ___

2 Finish students' answers in about 80–100 words, according to the suggestions in brackets.

1 Q: Who do you usually turn to for advice and why?
A: I must say that it very much depends on the kind of problems I'm facing.
[*show various possibilities, e.g. friends, parents, a school psychologist*]

2 Q: Would you prefer to work in Poland or abroad? Why?
A: I'm not sure if it matters where the company is, especially today. To me, what's important when choosing an employer ...
[*name and justify briefly 2-3 factors that matter, e.g. reputation, finances, career development etc.*]

3 Q: Which TV programmes do you find worth watching? Why?
A: TV is not the main time-filler for me, but there is one programme I try not to miss ...
[*describe in detail the programme of your choice, saying what appeals to you about it, e.g topic, form, educational value, hosts / actors*]

3 Match idioms 1–6 with definitions a–f.

1 save for a rainy day ___
2 know something like the back of your hand ___
3 be black and blue ___
4 kick up your heels ___
5 kill two birds with one stone ___
6 make ends meet ___

a be very familiar with something
b earn just enough to get by
c have a good time
d have a lot of bruises
e put away to be used when times are tough
f take care of more than one problem at once

4 Answer the questions below. Try to use the idioms from exercise 3.

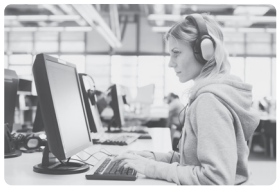
1 Why do people like combat sports?
2 Would you like to run your own company? Why/Why not?
3 What do you do to relax?

CZEGO OCZEKIWAĆ?

W tej części egzaminu znajdziesz w swoim zestawie dwie ilustracje i trzy pytania – jedno do ilustracji A, jedno do ilustracji B i jedno, które wymaga porównania ich w jakiś sposób (pytanie C). Nie ma tu przewidzianego dodatkowego czasu na przygotowanie, egzaminator da Ci tylko kilka sekund na zebranie myśli.

Przykładowe Zadanie 1. 4 min.

A **1 min.**
What are the pluses and minuses of working in an open space office?



B **1 min.**
Would you consider such a workplace yourself? Why/Why not?



C **2 min.**
How do these situations differ and what do they have in common with regard to the need for silence?

Przykładowe odpowiedzi do Zadania 1.

A

First of all, I think it depends whose point of view we're considering. Even in this picture, we can notice that there's nothing to hide behind, so to speak, so from the point of view of a boss or a team leader, it's perfect because they can keep an eye on everyone to make sure that no one is slacking off or browsing the Internet instead of working. An employee, on the other hand, might feel like they're constantly in the spotlight and without any privacy. Obviously, from the social perspective it's great because it's easy to chat with people as they're passing by, share ideas or ask questions of those sitting close by. However, as the picture suggests, you're constantly surrounded by the noise of the office and so unless you shut it all off with good headphones, you might find yourself constantly distracted. Which, in turn, has a detrimental effect on your productivity and that is obviously a disadvantage.

- wyraźnie zaznaczona zaleta wraz z wytłumaczeniem
- wyraźnie zaznaczona wada wraz z wytłumaczeniem
- różne punkty widzenia potwierdzające tezę

B

What strikes me about this picture is the serenity of this scene. It must be early morning, because on the one hand, it's sunny but on the other, a veil of mist is still hanging over the water. And there's no one else around, suggesting absolute peace and quiet. Which in itself is appealing and conducive to productivity and creativity. However, distractions are not the only thing preventing one from working effectively. Personally, when I study – which is like working – I need my working space – my desk, my comfortable chair and a place to spread all my materials. It would be simply impossible to bring all that onto that deck. Not to mention the fact that all my papers would fly away, blown away by the wind within minutes. Also, direct sunlight reduces the visibility on the screen. So personally, I'd love to relax there before or after work, but not do my work there.

- ogólne aspekty sytuacji, do których można się później odnieść osobiście
- jasne argumenty uzasadnione odpowiednimi przykładami

C

As the question suggests, in both situations women need silence and we can see from the pictures they need it in order to be able to focus and work. Yet they go about it in very different ways. The most apparent difference is in the setting. Where one decided – or maybe has no other option but to stay in the noisy environment and is trying to cut herself off from it, the other one managed to find the surroundings she enjoys and in which she remains undisturbed. Another substantial difference is the fact that one uses a device – namely headphones – to achieve her peace, while the other finds it in nature. I think it bears mentioning that what these situations have in common is the idea of silence itself. I don't believe either of the women is surrounded by complete silence. While it is possible that the woman in picture A has noise cancelling headphones and is not listening to anything, and it is likewise possible that the time in picture A is early enough for there not to be many sounds, I highly doubt it. It's much more likely that the woman in A is listening to something, whereas the woman in B can hear the song of birds, the rustling of leaves etc. So it's safe to say, that they need for silence here can be seen rather as an escape from bothersome noise than looking for absolute lack of sound. Summing up, although they both show that silence, understood in the same way, is necessary for work, the key difference is that it can be found in different locations, with the help of technology or nature.

- wskazanie podobieństwa
- wyraźnie zaznaczona różnica
- odwoływanie się do sytuacji przedstawionych na ilustracjach
- szukanie nieoczywistych podobieństw
- krótkie podsumowanie

Głównym kryterium oceny w tej części egzaminu jest zgodność odpowiedzi z poleceniem. Pamiętaj, że Zadanie 1. składa się z **czterech** elementów: pytania A, B i C; to ostatnie zawiera dwa elementy, ponieważ trzeba się odnieść do obu ilustracji. Każdy z nich należy rozwinąć, czyli wskazać omawiany aspekt, podać uzasadnienie, odnieść się do szczegółów przedstawionej sytuacji lub tego, co ona symbolizuje.

1 Look at the picture and the question below. Read the ideas for the answers (1–4) which are not developed enough. Match them with their follow-up sentences (a–d), which add more information.

A What do you think is more important for this man: experiencing his surroundings or taking a cool photo?

1 The fact of taking a selfie shows he likes taking cool photos. ___
2 It looks like he's hanging over a cliff for the sake of the selfie, so the selfie must be important. ___
3 Just because someone is taking a selfie doesn't mean he's not experiencing his surroundings. ___
4 A cool picture does not have to be a silly selfie. ___



a On the contrary, it might take a while to find a perfect spot for a selfie, and as you're searching for it, you're actually exploring the place and actively admiring the views.

b Someone who is focused on their surroundings does not risk their life to put themselves in the photo of a valley or precipice.

c This man could have been walking all day and having gotten to this spot, he decided it was a good photo opportunity to remember his trip. And just because he's in it, pointing to the landscape, doesn't mean he wants to brag about it on social media.

d For most people, the whole idea of a selfie is to share a snapshot of their lives with their friends or followers to bring them joy, make them laugh or leave them with the sense of awe.

2 Look at the photo and the question below. Read the students' ideas for answers and decide which of them is well developed.

B Why do you think this man has decided to become a war reporter?



STUDENT A: I cannot say for certain, but most likely he feels it is important that people know what's going on. And it's true. The public demands information about important events either out of curiosity or because it impacts their lives in some way. For that reason, the news about great tragedies or disasters is always at the beginning of news bulletins.

STUDENT B: Obviously it's difficult to guess what drives another person, however if I had to speculate, I'd say journalistic responsibility. He probably believes that the public needs to be informed about the situation on the front, maybe, unfortunately, also about the atrocities of war. If he risks his life to deliver such coverage, then he must feel this is his duty as a journalist, no matter the cost.

3 Use the questions below and your own ideas and rewrite the answer from exercise 2 which needs it.

What does the fact that the public wants to know what's going on have to do with the man's motivation to be a war journalist?
How can the fact that war coverage makes top stories influence his decision to be a war journalist?

4 Look at the last question of task 1 (C), comparing pictures A and B from exercises 1–2, and the answer below. Which of the two elements of the question is not developed enough?

C How do these two situations differ and how are they similar in showing how modern technology has redefined our idea of being informed?

Looking at these two pictures, the main theme here is indeed delivering information, however the information in question is very much different. The man in picture A is taking a selfie, while the one in B is reporting on war. So, there's a sharp contrast in the intended recipients of the information which they are recording. The man taking a selfie represents the idea that thanks to cell phones we now expect to share all the details of our lives with a wide audience, and the information should be cool, exciting, and generally making a good impression. We give people insight into every detail of our lives that previous generations never thought of sharing. The war correspondent, on the other hand, represents sharing information that is of interest to general public and the idea of being on top of the current events. If there's a war, we want not just the updates from the front but also all the goings-on from behind the front line, we want to know what happens to the civilians etc. We expect information on everything and the mass media want to have something to show all day every day.

5 Use your own ideas and develop the part from exercise 4 which needs it.

CZEGO OCZEKIWAĆ?

Po wykonaniu Zadania 1. na drugiej stronie kartki znajdziesz Zadanie 2A, czyli temat prezentacji w języku polskim. Będziesz mieć 2 minuty na jej przygotowanie. Temat będzie składał się z trzech elementów, które musisz omówić w ciągu 3 minut. Następnie egzaminator zada Ci trzy pytania związane ogólnie z tematem prezentacji (Zadanie 2B) i w trakcie Twoich odpowiedzi może zadać Ci kilka dodatkowych pytań, aby wejść z Tobą w dyskusję.

Przykładowe Zadanie 2. 🕘 10 min.

A 🕘 **3 min.**

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Wiele osób ucieka dziś z wielkich miast. Czy poprawiają w ten sposób swój standard życia?

- rozrywka
- zdrowie
- dostęp do usług

PRZYKŁADOWA PREZENTACJA

pierwszy i ostatni paragraf krótszy od części środkowej, omawiającej aspekty wymienione w poleceniu

środki stylistyczne przedstawiające informacje/ argumenty w logicznej kolejności

przedstawienie różnych aspektów jednego elementu polecenia

interpretowanie sytuacji/ idei na różne sposoby

szczegółowe informacje precyzujące pojęcia

środki stylistyczne spajające tekst/poszczególne idee i argumenty w logiczny sposób

It is true that while many people arrive in troves in big cities hoping for a better and more exciting life, others are forsaking this supposed dreamland in favour of remote suburbs or completely rural areas. And although it might look like they're also leaving behind the luxuries of civilization, in my opinion, it isn't necessarily so.
Let me start with the obvious benefit - health. We all know that hectic city life takes its toll on our psychological wellbeing. People find it impossible to slow down. Getting away from it all and immersing yourself in the tranquility of countryside and nature does wonders to a tired mind. Not to mention the obvious benefit of breathing fresh air instead of smog of a big metropolis. And should you need to go to a hospital, you can always go into the city.
Moving on to entertainment, someone might point out the lack of huge clubs and theatres in the non-urban area. Fair enough. But let's be honest. Once you've graduated from the university and settled down, you're not going to go clubbing every weekend. Same with theatre. So when you do feel like having a crazy night out on the town or like you want to escape into the world of fantasy and drama once in a while, you can simply go into the city. With that said, there's plenty to do like concerts and local clubs in smaller towns as well. And let's face it - most of us watch movies from streaming services at home anyway.
Finally, I'd like to talk about access to certain services and facilities. I guess it depends what we mean by it. On the one hand, there are barbers, beauticians and vets even in small towns. Swimming pools as well. And I see no reason to assume they're of inferior quality to those in big cities. However, I have to admit that the variety in the city of, say, restaurants is incomparable to that outside of it. So again, depends what one needs.
So it seems obvious that living outside a big city we can be healthier, and the myth of lack of facilities, services and entertainment is just that - a myth. The standard of living elsewhere will in many ways be the same or even better. It's only when someone relies heavily on the services of others for things like food or entertainment that they might feel like they're missing something.

B 🕘 **5 min.**

Answer the questions.

1 Does it make sense to try to grow your own fruit and vegetables?
2 From the point of view of a young person, is it better to live in a city or in a rather rural area?
3 Should urban sprawl be controlled or somehow limited?

PRZYKŁADOWA ODPOWIEDŹ (bez wtrąceń egzaminatora)

1

I must say I don't believe it does. I mean it sounds very ecological and economical, but it really isn't. Farmers have great expertise in growing produce and yet they still must rely heavily on chemicals so that their fields yield enough healthy and appealing fruit or vegetables for them to make ends meet. Why should an amateur be able to avoid the pesticides and fertilizers, which I think is the whole point of cultivating anything yourself. The insects and fungus are everywhere. So it would be either no chemicals and hardly any harvest or a lot of effort and money and you'll be lucky if your green patch yields ten edible tomatoes. Definitely not sufficient to last you a whole season. That's why I see no point in it.

Aby lepiej zrozumieć, jak oceniane są poszczególne elementy tej części egzaminu, przeczytaj polecenie do Zadania 2. (A i B) poniżej i wykonaj ćwiczenia (1–3).

Zadanie 2A

Czy globalizacja zmienia nasz świat na lepsze?
- komunikacja
- nawyki kulinarne
- kultury lokalne

Zadanie 2B

1 Globalisation means also flow of information. What are the benefits of it?
2 Is travelling today a very different experience because of the Internet and the development of tourist resorts?
3 How is life in your country influenced by globalisation?

CO TO ZNACZY: *wysoki stopień złożoności argumentacji*?

Argumentacja „złożona" nie skupia się wyłącznie na doświadczeniach bliskich i bezpośrednio znanych zdającemu, ale ma na uwadze szerszy kontekst, różne perspektywy. Twoje argumenty powinny być rozbudowane i poparte różnorodnymi przykładami. Unikaj wypowiedzi ogólnikowych.

1a Look at the list of ideas concerning globalisation and culinary habits needed for the presentation in the exam part 2A above. Which of them would count as appropriate argumentation? Tick the correct boxes.

mcdonaldisation:
- I see American fast food restaurants wherever I go ☐
- young generations shun traditional dishes in favour of what's perceived as Western and trendy, in a long run culinary heritage might disappear ☐
- I don't have to worry about disliking local cuisine when travelling – there's always an American fast food place ☐

two way street:
- it's an exchange of culinary traditions between Eastern and Western cultures ☐
- I saw Polish pierogi in the US ☐
- with knowledge of various spices, dishes (sushi) and techniques (steaming) people can choose to eat healthier ☐

1b Write this part of the presentation, using the appropriate arguments from exercise 1a.

CO TO ZNACZY: *spójność i logika w prezentacji*? Prezentacja musi tworzyć logiczną całość. Spójność i logika występować powinny zarówno między poszczególnymi segmentami prezentacji, jak i na poziomie zdań. Wypowiedź **nie może** być listą przypadkowo dobranych argumentów.

CO TO ZNACZY: *kompozycja prezentacji*? Prezentacja musi zawierać wstęp, rozwinięcie i podsumowanie. Każdemu elementowi należy poświęcić tyle samo uwagi, a wstęp i zakończenie nie powinny być dłuższe od głównej części prezentacji.

2 Read the instruction for the exam part 2A again. In the fragment of the presentation below, find three logical and two compositional mistakes.

Globalisation has a lot of negative connotations, but to my mind, as most phenomena, it's as harmful as it is beneficial and it's up to us to use it to the world a better place. Mind you, I'm not saying mcdonaldisation is OK and that we should be happy to eat American fast food all the time. It's not that.
Undoubtedly, considering indigenous cultures, for instance in Africa, a lot of harm has been done. Western music, clothes and religion are ousting their native customs. Ideas, patterns, melodies get lost forever every day. The good thing is that a lot of people are interested in African culture and travel there to experience it, encouraging the locals to nurture their heritage, so we're actually saving it. On the bright side, the cultural exchange enabled by globalisation allows us to experience many cultures and to draw from them, like many artists do and that is definitely enrichment of global culture. In terms of communication, globalisation is a great thing. There's a lot of fake news, so it's difficult to get the stories straight. However, never before have we had such access not just to current affairs of the whole world but also to so many other people who might share out their interests. That is the greatest benefit, I believe.

3 Read the answer to question 1 in the exam part 2B. Decide which fragment is off topic and say why. What else could be said on this topic to develop this question and replace the inadequate part?

The Internet and other media allow for an unprecedented flow of information around the globe. If a disaster strikes, the whole world knows about it within seconds. Thanks to that, help can be on the way within hours. Many people have active newsfeeds and notifications on their phones, so they can always be on top of things and be in touch with friends and family. I think it's great and important that we are so well informed. For instance, if there's an accident or something else happening in your area, your GPS will tell you how to avoid traffic or choose a different route to stay safe.

Wskazówka:
W trakcie odpowiedzi na pytania w tej części egzaminu egzaminator zada Ci dwa lub trzy dodatkowe pytania, wymuszając obronę zaprezentowanych opinii, pogłębienie tematu lub namysł nad argumentami drugiej strony. Odpowiadaj wyczerpująco, spokojnie, merytorycznie.

PYTANIA WPROWADZAJĄCE (tylko w zestawie egzaminatora)

1 What's your favourite time to study: are you an early bird or a night owl?

2 Do you think AI and robots will do all the work for us one day?

3 Do you prefer to read paper books, e-books or listen to audio books?

Zadanie 1. 🕘 4 min.

A Do you think our cities will look like this in the future?



B Why has someone decided to live like this?



C What do these pictures have in common and how do they differ with regard to our attitude to nature?

Zadanie 2. 🕘 10 min.

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Jaki jest wpływ mediów społecznościowych na młodych ludzi? W swojej wypowiedzi uwzględnij:

- umiejętności towarzyskie,
- gusty i styl życia,
- dostęp do informacji.

Czas przeznaczony na przygotowanie się do odpowiedzi: ok. 2 minut.

Czas przeznaczony na wypowiedź: do 3 minut.

PYTANIA DODATKOWE (tylko w zestawie egzaminatora)

1 How could we protect ourselves from fake news?

2 Why are influencers so popular even though many can't boast of any particular achievements?

3 How important are social media in your life? Is it a good or a bad thing?

PYTANIA WPROWADZAJĄCE (tylko w zestawie egzaminatora)

1 Are you an organized person?
2 What's your favourite holiday spot?
3 Do you prefer to listen to music on the radio, play a CD or use one of the music streaming services?

Zadanie 1. 4 min.

A Do you think such actions are an effective way of changing the world?



B What could have made this firefighter feel like this?



C What do these situations have in common and how do they differ in terms of portraying courage?

Zadanie 2. 10 min.

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Wiele ludzi stawia dziś na samodzielne edukowanie się i rozwijanie swoich zainteresowań. Czy zdobywanie wiedzy na własną rękę to dobry pomysł? W odpowiedzi uwzględnij:

- sposoby zdobywania wiedzy,
- jakość takiej edukacji,
- wpływ takiego rozwoju na możliwości zatrudnienia.

Czas przeznaczony na przygotowanie się do odpowiedzi: ok. 2 minut.
Czas przeznaczony na wypowiedź: do 3 minut.

PYTANIA DODATKOWE (tylko w zestawie egzaminatora)

1 Why are self-help books so popular?
2 Is it better to have some knowledge in many areas or be an expert in one field?
3 Do you think that with development of technology that gives us access to various sources of knowledge regular universities will become less popular?

For texts 1–2, choose the word or phrase which fits best in each gap. Choose the correct letter (A, B, C or D).

1 How much voltage is dangerous?

We're accustomed to seeing danger signs warning us of high voltage, so it's reasonable to ask, 'How high is too high?' Unfortunately, it's not possible to give a straightforward answer as it depends on two other variables, **1.1.** _____ current and resistance.

The best way to understand the dangers of electricity is through the analogy of a waterfall. According to this model, voltage **1.2.** _____ to the height of the waterfall. At the top of the waterfall, the water has the potential energy to cause damage when it hits the bottom. The higher the waterfall, the greater the potential.

However, potential energy is nothing without a strong current, which is represented by the amount of water flowing over the waterfall. After all, if there's only a trickle of water, it's not going to do much damage **1.3.** _____ how far it falls. And it's the same with electricity: it's the combination of voltage and current that makes it dangerous. However, in day-to-day life, we rarely **1.4.** _____ ever encounter electricity which happens to be high voltage and low current, which is why 'high voltage' is still a useful shorthand.

The final factor to consider is electrical resistance, which is the ability of an object to prevent electricity from flowing freely through it. Returning to our original question about dangerous voltage, this relates to our bodies' ability to resist electrical flow. The level of resistance varies from body to body, depending on factors such as the balance between fat and bone, or whether the skin is wet, dry or broken. Bearing all those provisos **1.5.** _____, a good rule of thumb is that anything over 42V is potentially deadly. An even better rule of thumb is this: if you see a 'high voltage' sign, keep a safe distance.

1.1.	1.2.	1.3.	1.4.	1.5.
A. jointly	**A.** corresponds	**A.** according to	**A.** but	**A.** into consideration
B. namely	**B.** associates	**B.** no matter	**B.** or	**B.** under attention
C. particularly	**C.** equalises	**C.** instead of	**C.** yet	**C.** in mind
D. respectively	**D.** compares	**D.** regardless	**D.** if	**D.** to heart

2 The McCormick Tribune Ice Rink

No visit to Chicago is complete **2.1.** _____ a visit to the McCormick Tribune Ice Rink, beloved by both locals and visitors alike. The rink forms the centrepiece of McCormick Tribune Plaza, one of the city's best loved recreation centres. During the cold winter months, the plaza serves as an open-air ice rink, but as the days warm up and winter melts into spring, it transforms into a popular dining venue, with a 300-seat restaurant and regular music events throughout the year. The plaza is famous for its jaw-dropping views of the Historic Michigan Boulevard District, whose skyline is one of Chicago's best known landmarks.

From mid-November to mid-March, the ice rink is open for skating most afternoons, with longer opening hours during the weekend. Beneath the ice lies **2.2.** _____ chiller system, which works wonders by allowing skating to continue even during unseasonably warm weather.

The rink is free for members of the public to use, but unless you bring your own skates, you'll need to pay for rental. Inevitably, the rink can get pretty crowded at peak times, especially weekend evenings, so **2.3.** _____ be prepared for a long chilly wait for your turn on the ice. Nonetheless, most visitors **2.4.** _____ it worth the wait, due to the buzzing atmosphere, with music blaring from loudspeakers and crowds of people of all ages mingling and hanging out. Many visitors don't even bother with their ice skates, and simply **2.5.** _____ in a little people-watching. The venue also hosts occasional theme nights, such as Santa Night in 2008, when the rink was filled with hundreds of Father Christmases, and Zombie Night, an attempt to break the world record for the greatest number of zombies on ice.

2.1.	2.2.	2.3.	2.4.	2.5.
A. apart from	**A.** a run-of-the-mill	**A.** you'd sooner	**A.** consider	**A.** envisage
B. unless	**B.** an out-of-date	**B.** you'd better	**B.** assume	**B.** absorb
C. other than	**C.** a state-of-the-art	**C.** it'd be best	**C.** regard	**C.** indulge
D. without	**D.** an over-the-top	**D.** you'd rather	**D.** perceive	**D.** occupy

For texts 3–4, choose the word or phrase which fits best in each gap. Choose the correct letter (A, B, C or D).

3 Grasshoppers – friend or foe?

Humans have had an uneasy relationship with grasshoppers for much of history. On the one hand, they are considered **3.1.** _____ a delicacy in many parts of the world. In Japan, for example, *Inago no Tsukudani* is a popular dish made by boiling grasshoppers in soy sauce and sugar.

On the other hand, grasshoppers have caused untold damage and destruction. Whenever extended periods of drought are followed by sudden rainfall, these normally-solitary creatures **3.2.** _____ such a remarkable transformation that we call them by a different name: locusts. They become significantly more sociable, their brains grow larger, and their endurance increases remarkably, enabling them to cover phenomenal distances each day.

Locusts are best known for forming huge swarms consisting of billions of individuals, which **3.3.** _____ havoc by eating all the crops in their path, with devastating results for farmers. Throughout human history, locust plagues have caused countless famines and even led to the downfall of great empires.

Despite their reputation as 'hoppers', they spend the majority of their adult lives as flyers. In 1988, a swarm successfully crossed the Atlantic, from West Africa to the Caribbean. Swarms can also cover an area as great as 1200 km^2 – roughly the size of Delhi! **3.4.** _____ that each locust can eat its own bodyweight in food each day, a swarm of that size is capable of eating almost 200 million kilos of food in 24 hours.

However, all is not bleak in the relationship between humans and grasshoppers. In 2020, researchers in the USA announced the development of a 'cyborg grasshopper' with the ability to detect explosives. The grasshoppers **3.5.** _____ with tiny backpacks that could monitor their antennae movements and send signals back to a computer. Perhaps in the future, grasshoppers will be famed for their ability to save lives rather than destroy them.

3.1.	3.2.	3.3.	3.4.	3.5.
A. something of	**A.** withstand	**A.** spoil	**A.** Provided	**A.** fitted
B. of a kind	**B.** undermine	**B.** wreak	**B.** Supposed	**B.** used to fit
C. somewhat	**C.** withhold	**C.** ruin	**C.** Given	**C.** have been fitted
D. like	**D.** undergo	**D.** smash	**D.** In order	**D.** were fitted

4 What I learned when I tried caber tossing

When I signed up to become a lifestyle journalist, little **4.1.** _____ that I'd be expected to get my hands dirty as part of my research. I had envisaged my job as sitting at a desk, doing my research online and only occasionally **4.2.** _____ on an intrepid expedition to the kitchen to fetch a coffee. But it turns out that today's modern journalist must be ready for action too. So I could hardly refuse when my editor sent me out to try my hand at a range of extreme activities, from bungee jumping to potholing, as part of a new weekly feature for this publication. Through gritted teeth, I smiled and pretended nothing would give me greater pleasure.

My first mission involved caber tossing, which, as I'm sure you know, is a traditional Scottish sport that involves hurling cabers (basically, tree trunks) into the air. **4.3.** _____ popular belief, the aim is not to throw them as far as possible, but for them to flip right over and land as straight as possible. If you imagine the thrower standing in the middle of a huge clock face, the perfect throw would land with the caber pointing at 12 o'clock.

My first attempt did not go well. I could barely lift the caber, **4.4.** _____ toss it. I'd been handed one of the competition cabers, around six metres long and weighing nearly 70 kg. To put that into **4.5.** _____, that's the same height as my house and the same weight as my wife. To my great relief, I was eventually offered a much smaller caber to try, which I actually managed to throw a short distance. But my joy was short-lived when, on my second attempt, I smashed the caber into my chin and needed medical attention. So what did I learn from my experience? Never, ever to try caber tossing again!

4.1.	4.2.	4.3.	4.4.	4.5.
A. I had known	**A.** stepping out	**A.** In spite of	**A.** not to mention	**A.** perspective
B. have I known	**B.** embarking	**B.** Contrary to	**B.** not even	**B.** visibility
C. did I know	**C.** wandering	**C.** In accordance with	**C.** aside from	**C.** illumination
D. I knew	**D.** setting up	**D.** Apart from	**D.** let alone	**D.** comparison

Complete each text (1–3) with the correct form of the words above it. Each text must be logical and correct in both grammar and spelling. Write the missing word in the space provided. There are two extra words.

1 **cut far grow lose purchase small turn**

Court sentences Door Tree vandal

A court in Hamden, Connecticut, has sentenced a local man, Curtis Pardee, to a supervised diversionary program, after he confessed to felling the Door Tree, one of the town's favourite landmarks. The court also ordered him to make a $500 contribution to a Nature Conservancy, plus a possible **1.1.** _____ payment of $750 to fund a commemorative plaque at the site of the fallen tree.
The Door Tree consisted of two white oak trees which **1.2.** _____ into each other over many years to form a doorway-like arch. The tree is estimated to have been almost 200 years old at the time of its destruction and was beloved by many locals.
Curtis claimed **1.3.** _____ down the tree out of hatred for his brother David, who was known as Mr Door Tree. Police managed to trace the culprit from scraps of litter that had been left scattered around the tree stump, as well as a container of chainsaw oil that **1.4.** _____ with his credit card. After being sentenced, Curtis apologised to the people of Hamden for his actions, but not to his brother.
The town has vowed to plant five new door trees in the coming weeks to replace the one that was cut down. The wood from the felled tree has been used to make pens for local people to help them remember their **1.5.** _____ landmark.

2 **find fortune predict see ship success try**

In 1971, Shirley McGreal was travelling through Bangkok Airport in Thailand when she came across a huge pile of crates filled with sad-eyed baby monkeys being prepared for export. She felt a surge of sympathy for the **2.1.** _____ creatures and vowed to devote her life to their plight. She contacted primatologists around the world and found out everything she could about the trade in monkeys and other primates. After two years, however, **2.2.** _____ and failed to find an organisation that could help her put an end to the export of primates, Shirley realised she would have to set one up by herself. Together with Ardith Eudey, an expert on the stump-tailed macaques that Shirley **2.3.** _____ at the airport, Shirley set up the International Primate Protection League (IPPL).
In one of the IPPL's first projects, a team of students spent 10 weeks monitoring all wildlife exports from Bangkok airport. Their **2.4.** _____ were shocking: 100,000 mammals, birds and reptiles had been exported during that period, many of them in appalling conditions. Within a few months, Thailand had banned the export of all primates.
The IPPL went on to have many other successes, including bans on the export of primates from India, Bangladesh and Malaysia and the dissolution of illegal smuggling operations involving medical research labs in the US. It's fair to say that without Shirley's work, millions of primates **2.5.** _____ around the world over the years.

3 **find hunt inspire long occur signify soon**

Dugongs, like whales and dolphins, are marine mammals which can **3.1.** _____ off the coasts of East Africa, India, South-East Asia and Australia. Their closest modern relative, Steller's sea cow, was hunted to extinction in the 18th century, leaving the dugong as the sole remaining species from the family Dugongidae. Humans **3.2.** _____ dugongs for thousands of years for their meat and oil and the practice still continues today in northern Australia and the Pacific Islands, where it has great cultural **3.3.** _____. Many dugong populations are believed to be close to extinction, largely due to fishing-related fatalities, habitat degradation and hunting.
Dugongs are thought **3.4.** _____ the legend of mermaids, creatures with the head and body of a woman and the tail of a fish, which have been found in the folklore of cultures all over Europe, Africa and Asia. Even today in the Philippines and parts of Malaysia and Indonesia, where the same word is often used for both dugongs and mermaids, the killing of a dugong, whether by accident or through hunting, is said to bring bad luck. As a result, dugongs remained plentiful in these regions until the 1970s. However, even in these regions, dugongs are no **3.5.** _____ safe as a result of increased human activity in the shallow coastal waters where they once thrived, and these magnificent creatures are now considered to be at risk of extinction.

Complete each text (1–3) with one word in each gap. Each text must be logical and correct in both grammar and spelling. Write the missing word in the space provided.

1 Art in Transit brings art into commuters' daily life

Public transport is an integral part of daily life in Singapore, a city-state of just over 700 square kilometres with 5.5 million people crammed inside, a considerable proportion of **1.1.** _____ use the city's underground train network to get around each day. In 1997, Singapore's Land Transport Authority (LTA) decided to brighten up the lives of those commuters by turning the stations along the North East Line into galleries to showcase the work of local artists.

1.2. _____ than simply sticking existing art on the station walls, the LTA decided to commission brand new artworks that would be integrated into the very structures of the stations. In other **1.3.** _____, the artists were encouraged to manipulate standard building materials such as brick, glass and plaster to create their pieces. This approach ensured that the art could be produced at a reasonable cost and, just as importantly, would continue to be loved for generations to come.

The results were stunning, including colourful collages, vast mosaics, and spectacular stained glass windows. One of the most powerful pieces, however, is also one of the simplest: a community art project which **1.4.** _____ of the handprints of 3,000 people, from babies and grandmothers to foreign workers and community leaders.

The Art in Transit project **1.5.** _____ to be a huge success, and has now spread to four metro lines as well as several other public spaces around the city.

2 The day I discovered the joys of cheer screening

One of the highlights of my time living in Japan was a cheer screening event. In case you're not **2.1.** _____ with the term, cheer screening involves watching a film in a crowded cinema, but instead of sitting in polite silence, as is the usual custom in Japanese cinemas, everyone is expected to get fully involved in the performance, by, for example, cheering the goodies, booing the baddies, singing **2.2.** _____ with the songs, clapping, groaning and even shouting out your own responses to the on-screen dialogue.

If you're **2.3.** _____ to peace and quiet during a film, this level of audience participation might sound like your idea of hell. But bear with me. I'd been vaguely aware of the concept of cheer screening for a few years, but because it was closely associated with anime films, which aren't exactly my cup of tea, it had been easy enough for me to avoid. So when a friend invited me along one evening, I was less than enthusiastic, to **2.4.** _____ it mildly! But somehow she managed to twist my arm.

To my utter amazement, it turned out to be one of the best evenings of my life. Japanese culture normally values calmness and tranquillity, so people have very few opportunities to be loud and expressive. Being there in the middle of **2.5.** _____ that noise and positivity made me feel, perhaps for the first time, that I belonged in Japan.

3 Reema Juffali – Saudi Arabia's first female racing driver

A 27-year-old woman from Saudi Arabia made history this week by becoming the first female racing driver from her country to compete in an international race, a Formula 4 event at the Brands Hatch circuit in England. This feat would be remarkable enough by **3.1.** _____, but when you consider that until a few years ago Saudi women were still **3.2.** _____ by law to drive at all, it is clear why Reema Juffali has become such an inspiration for women around the world.

Women are still considered by many in Saudi Arabia to be the property of their fathers until marriage, after which they are 'owned' by their husbands. Everyday tasks that people elsewhere take for **3.3.** _____, such as making your own financial decisions or attending a medical appointment alone, are impossible for women in Saudi Arabia. Reform is coming - most notably the decision in June 2018 to allow women to drive cars - but the pace of change is painfully slow.

Reema still faces an uphill struggle to make a mark in this traditionally male-dominated sport, where the best drivers are already winning races before they **3.4.** _____ their teens. She knows she has almost certainly **3.5.** _____ it too late to become a Formula 1 world champion. But simply by breaking down barriers and challenging people's assumptions, she has already become one of the most important drivers in the sport.

For tasks 1–4, complete the second sentence so that it is as similar in meaning as possible to the first sentence and it is correct in both grammar and spelling. Use the word given. Do not change the word given. Use up to five words including the word given.

1

1.1. I have to pay somebody to fix my lock. **GET**
I need _____.

1.2. It's really important that everybody brings some spare clothes. **TO**
It's vital _____ a change of clothing.

1.3. I minded because you took my pen without asking me for permission. **IF**
I wouldn't _____ asked for my permission before taking my pen.

1.4. You're not allowed to remove books from the library under any circumstances. **MAY**
Under _____ removed from the library.

1.5. They think a gang of thieves stole the diamonds. **BELIEVED**
The diamonds _____ stolen by a gang of thieves.

2

2.1. The building that they're knocking down was once a palace. **DEMOLISHED**
The building _____ be a palace.

2.2. They treated me like a child. **THOUGH**
I was treated _____ a child.

2.3. We expect that the presentation will last no more than 30 minutes. **TO**
The presentation _____ more than 30 minutes.

2.4. I'm sure you were amazed when you saw all those whales in the sea around you. **MUST**
_____ amazing to see all those whales in the sea around you.

2.5. I didn't know what the phrase meant because I'd never seen it before. **ACROSS**
_____ before, I had no idea what the phrase meant.

3

3.1. I don't think it's a good idea to leave that gate open. **WERE**
_____, I'd close that gate.

3.2. I hate it when people laugh at me. **STAND**
I can't _____ at.

3.3. There were too many people, so we left. **BECAUSE**
_____ crowds that we left.

3.4. I'm certain that somebody has found your wallet. **BOUND**
Somebody _____ your wallet.

3.5. I left by the back door because I didn't want anyone to notice me. **ATTENTION**
Not _____ myself, I left by the back door.

4

4.1. The train arrived 20 minutes after its expected arrival at 16:35. **DUE**
The train _____ at 16:35, but it was 20 minutes late.

4.2. I'm hugely relieved that I've found my laptop again. **TO**
It's a _____ my laptop again.

4.3. Do you know where he is, by any chance? **HAPPEN**
You _____ where he is, do you?

4.4. It's your fault that you were injured because you weren't wearing a seatbelt. **SHOULD**
You _____ a seatbelt, so your injuries are your own fault.

4.5. I didn't give up because you gave me so much support. **IT**
Had _____ all your support, I would have given up.

For tasks 1–4, complete the second sentence so that it is as similar in meaning as possible to the first sentence and it is correct in both grammar and spelling. Use up to five words.

1

1.1. Their work needs to improve dramatically, doesn't it?
_____ dramatic improvement in their work, hadn't there?

1.2. I'll probably finish eating dinner around six o'clock, so please call me after that.
Please don't call me before six; I _____ eating my dinner by then.

1.3. When I asked them to help me, they only laughed.
All _____ laugh when I asked for their help.

1.4. She didn't just buy a ticket for me; she also gave me a lift to the station.
Not _____ a ticket, but she also drove me to the station.

1.5. I didn't win the race because somebody tripped me over.
If I _____ , I might have won the race.

2

2.1. We were exhausted after our eight-hour drive.
We were exhausted because we _____ eight hours.

2.2. Let's start as soon as possible, so we can finish really quickly.
_____ , the quicker we'll finish.

2.3. Thousands of parcels are waiting for somebody to deliver them.
There are thousands of parcels _____.

2.4. I regret that I didn't look after my teeth better.
If _____ care of my teeth!

2.5. You only worked out the answer because of me.
Were _____ , you'd never have worked out the answer.

3

3.1. I've been studying English for 9 and a half years.
Six months from now, _____ English for 10 years.

3.2. They made me remove my shoes before I could pass through the security gate.
Before passing through the security gate, I _____ off my shoes.

3.3. Why are you still here? It was time to leave three hours ago.
Why haven't you gone yet? You're _____ three hours ago!

3.4. They brought our food to us as soon as we arrived.
_____ arrived than they brought us our food.

3.5. I quickly learned how to ride a motorbike, even though I'd never done it before.
Despite _____ a motorbike before, I learned how to do it quickly.

4

4.1. People will talk about these events for years.
These events _____ for years.

4.2. We only realised that the front door had been open all day when we got back home.
_____ got back home that we realised the front door had been open all day.

4.3. Whatever your decision, we'll support you.
No _____ decide, you'll have our support.

4.4. I didn't come to the party because I didn't know you were going to have one.
Had _____ to have a party, I would have come.

4.5. There were rumours that they hadn't been paying tax.
They were _____ avoiding paying tax.

For tasks 1–4, translate the phrases in brackets into English so that the sentences are logical and correct as far as grammar and spelling are concerned. Use no more than six words.

1

1.1. Look at Matt, he looks (*jakby miał zaraz*) _____ throw a tantrum.

1.2. What are their business hours? I'm worried (*zamkną się, zanim dotrzemy*) _____.

1.3. Mom (*powiedziała mi, żebym opiekował się*) _____ my sister while she went shopping.

1.4. If only (*było nas stać, żeby wyjechać*) _____ to Hawaii for our honeymoon.

1.5. (*Galeria zostanie otwarta przez*) _____ the mayor of the city himself.

1.6. We wanted to cook lasagna, but we burned the meat so (*zamiast tego zamówiliśmy jedzenie na wynos*) _____.

2

2.1. This (*konto nie mogło zostać zamknięte*) _____ by me because I was in a hospital on that day.

2.2. It's (*najwyższy czas, abyśmy przestali zasilać*) _____ our planes with fossil fuels.

2.3. Please have a cup of coffee in the customers lounge (*podczas gdy Państwa samochód jest serwisowany*). _____.

2.4. (*Żadna inna lodówka nie jest tak ekonomiczna*) _____ as this one.

2.5. Our coach (*przypomniał nam, żebyśmy nikomu nie mówili*) _____ about our new strategy.

2.6. Only after you've passed the theoretical exam, (*będziesz miał prawo jeździć*) _____ in the streets for practice.

3

3.1. (*Gdyby nie jechał za szybko*) _____ , he wouldn't have caught police's attention.

3.2. I appreciate (*że daliście nam znać z góry*) _____ about the possible problems with the accomodation.

3.3. Why did I (*dałem im się namówić na inwestowanie*) _____ in these shares?

3.4. (*Gdybym wiedziała, że przyjeżdżasz*) _____ , I would have prepared the guest room.

3.5. How (*zareagowali na jej odejście*) _____?

3.6. *(Wszyscy mieszkańcy zobowiązali się do segregowania*) _____ their waste more carefully.

4

4.1. (*Rozdawszy*) _____ all her old clothes, she was ready to go shopping for a new wardrobe.

4.2. We've had several cats over the years, (*z których żaden nie polował*) _____ mice and birds as much as Tiger.

4.3. The ring (*mówi się, że był przekazywany*) _____ from generation to generation since the 18th century.

4.4. If you had booked the table as I suggested, (*nie stalibyśmy*) _____ in this line now.

4.5. (*Ani nie zadzwonił, ani nie wysłał do nas SMS-a*) _____ us for weeks, and now he's surprised we were worried.

4.6. Not only (*wszystkich obraził*) _____ , but he also never thanked for the help he was offered.

Forming nouns

Suffix	Add to	Examples
-age	adjectives	short > shortage
	nouns	orphan > orphanage
	verbs	break > breakage wreck > wreckage
-al	verbs	approve > approval deny > denial
-ance/-ence	words ending in -ant/-ent	relevant > relevance violent > violence
	verbs	accept > acceptance interfere > interference
-ancy/-ency	words ending in -ant/-ent	infant > infancy complacent > complacency
-ant/-ent	verbs	disinfect > disinfectant reside > resident
-ation	verbs ending in -ise/-ize, -ate or -ify	realise > realisation motivate > motivation justify > justification
-cy	words ending in -t or -te	diplomat > diplomacy bankrupt > bankruptcy private > privacy
-dom	adjectives	free > freedom bored > boredom
	nouns	king > kingdom star > stardom
-ee	verbs	interview > interviewee nominate > nominee
-er/-or	verbs	staple > stapler invent > inventor
-ism/-ist	adjectives	active > activism/activist
	nouns	tour > tourism/tourist
-ity	adjectives ending in -able, -ible, -ive, -ous, etc.	reliable > reliability legible > legibility productive > productivity curious > curiosity clear > clarity
-hood	nouns	child > childhood neighbour > neighbourhood
-ment	verbs	punish > punishment settle > settlement
-ness	adjectives	kind > kindness
	a few other words	forgive > forgiveness nothing > nothingness
-ry	nouns	machine > machinery dentist > dentistry
	a few other words	brave > bravery
-ship	nouns	friend > friendship
	a few other words	hard > hardship
-sion / -tion	verbs	compel > compulsion revise > revision distribute > distribution
-th	adjectives	strong > strength warm > warmth
	a few verbs	grow > growth
-ty	adjectives	cruel > cruelty safe > safety
-ure	verbs	compose > composure depart > departure
-y	adjectives	honest > honesty difficult > difficulty
	verbs	deliver > delivery

Forming verbs

Prefix/suffix	Add to	Examples
-ate	nouns	hyphen > hyphenate vaccine > vaccinate
en- / em-	adjectives	large > enlarge able > enable
	nouns	courage > encourage power > empower
-en	adjectives	worse > worsen loose > loosen
	nouns	threat > threaten strength > strengthen
-ify	adjectives	simple > simplify just > justify
	nouns	class > classify terror > terrify
-ise (BrE) / -ize (AmE)	adjectives nouns	private > privatise real > realise computer > computerise

Forming adjectives

Suffix	Add to	Examples
-able	verbs	believe > believable rely > reliable
-al	nouns	culture > cultural addition > additional
-ar	nouns	family > familiar triangle > triangular
	adjectives	single > singular
-ful	nouns	wonder > wonderful meaning > meaningful
-ial	nouns	confidence > confidential substance > substantial
-ible	verbs with spelling changes	neglect > negligible perceive > perceptible divide > divisible
-ic / -ical / -ific / -istic / -tic	nouns	sarcasm > sarcastic history > historical horror > horrific character > characteristic drama > dramatic
-ive	verbs	create > creative divide > divisive
-less	nouns	power > powerless hope > hopeless
-ly	nouns	week > weekly coward > cowardly
-ory	verbs	compel > compulsory satisfy > satisfactory
-ous	nouns	advantage > advantageous glory > glorious
-y	nouns	grass > grassy
	verbs	stick > sticky sleep > sleepy

Forming adverbs

Suffix	Add to	Examples
-ally	adjectives ending in -ic	basic > basically specific > specifically
-ably/-ibly	adjectives ending in -able/-ible	reliable > reliably incredible > incredibly
-ily	adjectives ending in -y	happy > happily easy > easily
-ly	most other adjectives	clear > clearly danger > dangerously

Prefixes

Prefix	Meaning	Add to	Examples
anti-	opposite, against	adjectives nouns	anti-viral, anti-social anti-climax, anti-dose
co-	together with	verbs nouns	coexist, cooperate co-author
counter-	opposite, against	adjectives nouns verbs	counterproductive counterargument counterattack
de- / dis-	remove, take away	verbs nouns	decentralise disconnect deforest, discourage
in- / im- / il- / ir-	not	adjectives plus some other words	inconvenient inaudible im**m**oral, im**m**ortal im**b**alance im**p**ossible, im**p**recise i**ll**egal, i**ll**ogical ir**r**egular, ir**r**ational
inter-	between	adjectives verbs	interdependent interact
mis-	wrongly	verbs	misbehave miscalculate
out-	more than / better than	verbs	outweigh, outrun
over- / under -	too much / not enough	verbs	overpay / underpay overestimate/ underestimate
post-	after	nouns verbs	post-war, postgraduate post-date
pre-	before	nouns verbs	precondition pre-school precook, prepay
re-	again	verbs	reactivate, retake
un-	not, opposite process	adjectives verbs	unfriendly, unavailable unlock, unwind

In each text 1–3, use the word in brackets to form a word that fits in the spaces (1–5).

1 Nominative determinism

Nominative determinism is the idea that your name influences the choices you make in life. For example, the name Dennis seems to be especially **1.1. (PREVAIL)** _____ among dentists, while many people with the surname Tailor end up as tailors. Well-known examples include the faster-than-lightning sprinter Usain Bolt and Larry Page, inventor of Google's PageRank algorithm. And, of course, whenever you give someone a ring, you can thank Alexander Graham Bell, the inventor of the telephone.
To a great **1.2. (EXTEND)** _____ , this phenomenon can probably be put down to sheer **1.3. (COINCIDE)** _____. After all, in a world of 7 billion people, there are bound to be thousands with names that fit their work, just as there will inevitably be plenty with wholly inappropriate names, such as Rob Banks, a British police officer.
However, research suggests your name actually can make a difference to your life choices, albeit only a slight one. In 2002, researchers found that dentists really were **1.4. (MARGIN)** _____ more likely to be called Dennis rather than Walter, despite both names being equally popular in the general population. **1.5. (BELIEVE)** _____ as it may seem, your name really might nudge you towards a particular vocation in life.

2 Lettuce Club event declared a huge success

This week, students at McGill University in Montreal celebrated the beginning of a new academic year with the launch of a Lettuce Club. The Club's inaugural event, a lettuce-eating competition, attracted around 150 **2.1. (ATTEND)** _____ , including both enthusiastic competitors and bemused spectators. The competition, described as BYOL, or "bring your own lettuce", consisted of a race to eat a head of iceberg lettuce as quickly as possible. The winner, an Arts and Science student named Aslan Lacouvee, emerged **2.2. (VICTOR)** _____ in an astonishing 3 minutes and 45 seconds. Aslan's prize was to become the new Head of Lettuce, and to take responsibility for organising the next Lettuce Club event.
Lettuce-eating races seem designed for the modern world's **2.3. (APPEAR)** _____ insatiable appetite for silly online stunts and click-bait memes. But, in fact, Lettuce Clubs have a **2.4. (SURPRISE)** _____ long history in the US and Canada, with the first event having taken place at Worcester Polytechnic Institute in 1865. However, they remained something of a niche hobby until their revival at the Maine School of Science and Mathematics in 2016, where students had to contend with a time limit of 30 minutes. Anyone unable to consume their lettuce within that time faced **2.5. (EXPEL)** _____ from the Club. Within a few years, Lettuce Clubs had started sprouting at universities, schools and colleges all over North America.

3 Intervilles set to return but probably without the cows

It has been announced that the popular French TV show, *Intervilles*, is to be revived after a ten-year absence. The show, which pits teams of **3.1. (COMPETE)** _____ from two towns against each other in a series of light-hearted games, has been a much-loved staple of French culture since its inception in 1962. Many of the games involve contestants dressing up in huge costumes and attempting to race across **3.2. (SLIP)** _____ obstacle courses without falling over. Of course, it is the falling over that makes the show such compulsive viewing.
However, one popular aspect of the show seems unlikely to make a **3.3. (APPEAR)** _____: the use of live cows and bulls in some of the races, known as '*vachette*'. Animals were let loose inside the obstacle courses with the purpose of disrupting the racers and adding an extra element of **3.4. (PREDICT)** _____ to the event. Although rubber balls were placed over their horns to avoid inflicting serious injuries on the contestants, cows and bulls are still huge and powerful animals that can kill. Nevertheless, the animals were always a popular part of the show. One of them, a black-and-while cow called Rosa, even became something of a celebrity in her own right, due to her unique combination of intelligence and aggression. The proposed removal of the *vachette*, prompted by concerns of animal **3.5. (CRUEL)** _____ , led to a series of angry protests across France, where it is seen as an integral part of the game's appeal, so it remains to be seen whether the producers will stick to their plans for a cow-free show.

In each text (1–3), use one of the words above it to form a word that fits the gap. The text must be logical and correct in both grammar and spelling. Write the missing word in the space provided. There are two extra words.

1 **able belief convenient publish real resemble specify**

Hyperspace

If you're a fan of science fiction, you're sure to be familiar with the concept of hyperspace, a phenomenon that **1.1.** _____ objects to travel faster than the speed of light. In real life, of course, faster-than-light (FTL) travel is impossible. According to the special theory of relativity, whereas it might be possible for a body with zero mass to travel at the speed of light, there is no way of going any faster.
This restriction is obviously quite an **1.2.** _____ for science fiction writers, who typically require their protagonists to zip from galaxy to galaxy in the blink of an eye, rather than the millions or billions of years it would take in the real universe. Hence the need for hyperspace, which first appeared in a **1.3.** _____ called *Amazing Stories Quarterly* in 1931 and has been a staple of the genre ever since.
Sci-fi writers have even developed a theory to explain how hyperspace works in their alternative **1.4.** _____. According to the folding model, the universe might be folded like a sheet of paper, which would bring distant points on the paper's surface into much closer proximity, allowing people or objects to jump from one galaxy to another. This model is wholly fictional, although it does bear some **1.5.** _____ to the idea of wormholes, which some scientists believe may serve as tunnels through space-time.

2 **accumulate bury cycle deliver hazard population urgent**

Trash Island

For the island nation of the Maldives, which is spread over a remote low-lying archipelago in the Indian Ocean, waste disposal is a monumental challenge. Whereas most countries dump their waste into huge landfill pits, underground **2.1.** _____ is simply not an option on such tiny islands. In 1991, it was decided to construct a new artificial island, Thilafushi, on the site of an existing lagoon, Thilafalhu, just off the coast of Malé, the Maldivian capital and one of the most densely **2.2.** _____ cities in the world. Sand dredged from the interior of the lagoon was piled up around the perimeter in an attempt to form a barrier to stop the waste from flowing into the sea. Because the **2.3.** _____ of waste had already reached crisis point by this stage, there was no time for any form of segregation and the waste had to be dumped into the lagoon as a matter of **2.4.** _____.
After the original landfill pits in the lagoon had filled up, new waste was simply piled up on top, at a rate of 300 to 400 tons every day, so that the entire island became little more than a huge mound of rubbish. Trash Island, as it has been dubbed by the world's media, is now growing at a rate of 1 square metre per day. It has been described as a 'toxic bomb' due to the level of **2.5.** _____ materials found among the waste which has been continuously leaking into the surrounding sea.

3 **align close establish natural orient similar spectacle**

The strange case of time in Iceland

Visitors to Iceland are always wowed by the country's **3.1.** _____ landscape and friendly culture, but there's one aspect of Icelandic life that feels, well, wrong: the time. To some extent, this is the natural result of Iceland being so far north. The capital, Reykjavik, experiences only three hours of daylight each day in the middle of winter and as much as 21 hours in midsummer, which tends to **3.2.** _____ visitors who are accustomed to a more stable relationship with the sun. But even so, there's something decidedly weird about the time in Iceland.
For much of its history, Iceland's isolation and lack of a rail network meant it didn't need a standardised time zone; each town or village was free to determine its own time, based on the position of the sun. In the early 20th century, with the **3.3.** _____ of the country's first telephone company, this position was no longer tenable, and Iceland adopted the time zone of GMT -1, an hour behind London.
In 1968, however, it was decided to switch to the same time zone as the UK, Ireland and Portugal, to better coordinate flight times and working hours with Europe. It seemed like a good idea at the time, but it caused havoc with people's body clocks, which are aligned to the rhythms of the sun. It simply feels too dark in the mornings and **3.4.** _____ bright in the evenings. Health experts have even coined a term, *social jetlag*, to describe the constant tiredness felt by teenagers as a result of the **3.5.** _____ between biological and social time.

For questions 1–20, complete each gap using the words given in brackets so that the sentence is logical and correct as far as spelling and grammar are concerned. You can change the form of the words given in brackets or add other words if necessary. Use up to six words including the words given in brackets. Do not change the order of the words given in brackets.

1 When you're planning your journey, don't forget (*take* / *consideration* / *fact*) _____ that there'll be heavy traffic at that time.

2 Sorry I'm late, but I (*tell* / *there* / *not*) _____ any lessons today.

3 If you (*make* / *few* / *mistake*) _____ when writing your essay, you might have got a better grade.

4 Rarely (*I* / *hear* / *such*) _____ pathetic excuse as the one you're making.

5 Not (*want* / *interrupt* / *he*) _____ , I waited till the end of his talk before expressing my concerns.

6 Feel free to borrow my laptop, but I (*rather* / *not* / *take*) _____ it out of the building, if you don't mind.

7 I am writing to express my gratitude (*behalf* / *every* / *member*) _____ the team.

8 We somehow made it back to base camp, (*spite* / *not* / *have*) _____ a map.

9 (*there* / *believe* / *be*) _____ 300 languages spoken on the island until most of them died out.

10 Not until (*we* / *arrive* / *realise*) _____ we'd left our house keys on the beach.

11 We don't normally allow visitors to park here, but we (*prepare* / *make* / *exception*) _____ for you on this occasion.

12 It can't (*be* / *easy* / *you*) _____ find a job when you first arrived in the country.

13 If (*only* / *you* / *pay* / *attention*) _____ during last week's lesson, you'd have known what to do.

14 The robberies (*turn* / *out* / *commit*) _____ by one of the bank's own employees.

15 Hardly (*I* / *start* / *cook*) _____ our hungry guests turned up.

16 I asked them to let me know (*they* / *happen* / *notice*) _____ anything suspicious.

17 Rachel looked (*if* / *she* / *about*) _____ faint, so I fetched her a glass of water.

18 Everyone needs a ticket (*irrespective* / *they* / *intend*) _____ stay till the end or not.

19 (*let* / *not* / *mention*) _____ anyone about our accident, shall we?

20 By (*time* / *I* / *work*) _____ here as long as you, I hope I'll already be one of the directors.

For questions 1–25, think of one word only which can be used to complete all three sentences. Write the missing word in the space provided.

1 _____

- Get a good night's sleep so you have a … head for tomorrow's exam.
- The water was so … that we could see the fish swimming between our feet.
- Please let me know if anything isn't … and needs further explanation.

2 _____

- I'm happy to put in a good word for you, but I … the line at lying about where you were at the time of the accident!
- They gave the job to the boss's daughter, so you can … your own conclusions as to what happened.
- Can you … the curtains? It's too bright in here.

3 _____

- I can't … the way my neighbour burns leaves in her garden every weekend.
- Your CV is fine, but it hardly makes you … out from all the others.
- Don't … that ladder against that tree. It's not strong enough to take its weight.

4 _____

- I helped him with his homework as much as I could, … of actually doing it for him.
- You sound like you're … of breath. Have you been running?
- I'm afraid I'm a bit … of time today, so can we catch up next week instead?

5 _____

- I used to keep my money at home in the mistaken … that it was safer than a bank.
- The amount of food we waste each year is simply beyond … .
- He was ridiculed at school for his … in the tooth fairy.

6 _____

- I'm a junior manager right now, but I hope to … my own department one day.
- Don't forget to put the plug in so the water doesn't all … out.
- It's all gone very smoothly so far, but I'm worried we might … into problems later.

7 _____

- I'm afraid there's nothing I can do because the decision is out of my … .
- The car skidded on the ice and the driver lost … for a few seconds.
- If you open the … panel, you risk breaking the terms of the guarantee.

8 _____

- Do you want to know the … of my success? I always treat people with respect.
- The amount of money they made from the deal is a closely guarded … .
- Can you keep a …? We're going to get engaged.

9 _____

- What's the name of the … she plays in that soap opera you like?
- He's usually really calm, so when he started yelling it was completely out of … .
- It must have taken great strength of … to keep going when everyone else gave up.

10 _____

- I love strong coffee, but it tends to leave a … aftertaste, which isn't so nice.
- I've learned from … experience never to lend money to a friend.
- I hope you're not still … about the fact that you weren't invited for dinner.

11 _____

- The … of my sister receiving her degree after all her hard work brought a tear to my eye.
- We waved goodbye to our guests until their car had gone out of … .
- This remarkable artist continued to paint after losing her sense of … as a teenager.

12 _____

- The patient had to wait six hours for the doctors to … her to hospital.
- I must … I was a little jealous when you got a better grade than me.
- Why don't you … it was you that took my bike?

13 _____

- Don't worry. It was an … mistake, so I'll forgive you.
- Rob is one of the most … people I've ever met, so I'd trust him with my life.
- I'm not too keen on the idea of you walking home by yourself, to be … .

14 _____

- My aunt is very … about the way she likes her tea: not too strong but not too weak.
- Does my essay need to be a … length, or can I write as much as I want?
- We had a few complaints about the hotel, in … the cleanliness of the room.

15 _____

- I'd like you to … your mind back to your first day of school, if you can.
- The producers took quite a risk by choosing to … such a young actress in the leading role.
- The witch raised her wand to … a spell and make herself invisible.

16 _____

- Trigonometry is my favourite … of mathematics. I love studying angles!
- We looked up and spotted a squirrel sitting on a … above our heads.
- The bank is going to close its … in my town due to a lack of customers.

17 _____

- It's safe to repair your car yourself, as long as you … some basic safety rules.
- What are the best podcasts you … ?
- We're going to start with a debate and then … up with a question-and-answer session.

18 _____

- One player closes her eyes for a … period of time and then hunts for the other players.
- There's … to be a lot of demand for the tickets once they go on sale.
- I think it's going to be fine, but of course it's hard to be … at this stage.

19 _____

- I wasn't convinced by his arguments, but I decided to give him the … of the doubt anyway.
- I know the medicine tastes disgusting, but it's for your own … .
- An unexpected … of having a dog is that it's easier to make friends with other dog owners.

20 _____

- My bank didn't repay the money, even though I'd lost it through no … of my own.
- The fire was caused by an electrical … in the basement.
- You're so negative! You're always finding … with everything I do!

21 _____

- Sorry I'm late. I completely lost … of the time.
- This next … is a song I wrote for my mother. It's called "Thanks, Mom".
- I prefer to go off the beaten … for my holidays, to get away from the crowds.

22 _____

- There's no easy way of studying irregular verbs. You just have to learn them by … .
- The jumper was such a lovely present that I didn't have the … to tell her it was too small for me.
- I took a few programming lessons last year but my … wasn't really in it, so I gave up.

23 _____

- Shall we … a time for our next meeting now or wait till we know what we need?
- The referee has been suspended after allegedly attempting to … several matches.
- You caused this problem, so I think it's up to you to … it.

24 _____

- In … of your recent behaviour, we are faced with no alternative but to expel you from the club.
- We've bought a piece of land with a … to start building a house there some time in the future.
- The room is comfortable enough, but it's overlooking the car park so there isn't much of a … .

25 _____

- I'd love to own a hotel one day, but it's really a … of money.
- Did you happen to notice any suspicious behaviour on the night in …?
- I know you'd like to go out tonight, but you've got school tomorrow so it's out of the … .

INFORMACJE OGÓLNE

Wypowiedź pisemna to ostatnie zadanie w arkuszu, dlatego ważne jest, by pamiętać o zostawieniu sobie na nie odpowiedniej ilości czasu. A może warto wykonać je wcześniej, zaraz po zadaniach na słuchanie, kiedy mózg nie jest jeszcze zbyt zmęczony? Po zakończonej pracy nad czytaniem i zadaniami sprawdzającymi znajomość środków językowych łatwiej Ci będzie sprawdzić ponownie swoje wypracowanie, bo zdążysz trochę zapomnieć, co napisałeś/napisałaś, i zyskasz nową perspektywę. Niezależnie od tego, w jakiej kolejności przystąpisz do zadań, **pamiętaj, żeby na wypowiedź pisemną przeznaczyć około 60 minut**. Musisz ją dobrze zaplanować, napisać i sprawdzić oraz policzyć słowa.

CZEGO OCZEKIWAĆ?

W tym zadaniu podane są **dwa tematy** do wyboru. Każdy z nich to inna **forma wypowiedzi** – **rozprawka, list formalny lub artykuł** (czyli co roku którejś formy nie ma). Musisz wybrać **tylko jeden temat** i napisać wypracowanie o długości od **300 do 350 słów**. W porównaniu z egzaminem na poziomie rozszerzonym różnica jest jedynie taka, że tutaj polecenia mają trzy elementy (nie dwa), które trzeba rozwinąć, oraz limit słów jest zwiększony o 100.

CO TO ZNACZY: *list formalny, rozprawka, artykuł*?

List formalny to list pisany do instytucji lub osoby ją reprezentującej, np. list do redakcji, uczelni, lokalnych władz, co wymaga zastosowania odpowiedniego stylu oraz użycia odpowiednich zwrotów na początku i na końcu wypowiedzi.

» *strony 30–31*

Rozprawka to **wypowiedź formalna**, w której należy rozważyć pewne zagadnienie, przedstawiając argumenty poparte przykładami i wyjaśnieniami. Rozprawka może przedstawiać dwie równoważne strony zagadnienia lub przekonywać czytelnika do opinii autora wskazującego dobre lub złe strony rozważanej kwestii.

» *strony 32–35*

Artykuł to tekst publicystyczny o zdecydowanie mniej formalnym stylu, który ma przedstawić stanowisko autora dotyczące podanej kwestii. W tym celu może zawierać elementy opisu, sprawozdania, ocenę faktów itp. Musi on mieć styl i tytuł przyciągający uwagę czytelnika.

» *strony 36–37*

KRYTERIA OCENIANIA WYPOWIEDZI PISEMNYCH

Twoja wypowiedź jest oceniana pod względem formalnym i językowym. Maksymalnie można otrzymać **15 punktów** (czyli 25% maksymalnej liczby punktów z części pisemnej). Oceniane są:

- zgodność z poleceniem - 5 pkt,
- spójność i logika wypowiedzi - 2 pkt,
- zakres środków językowych - 4 pkt,
- poprawność środków językowych - 4 pkt.

CO TO ZNACZY: *zgodność z poleceniem*?

Egzaminator oceni, czy Twoja wypowiedź pisemna:

- zawiera wszystkie wymagane w danej formie wypracowania elementy,
- omawia każdy z trzech elementów polecenia,
- nie zawiera elementów nie na temat,
- ma odpowiednią długość, układ i proporcje.

» *strony 30–38*

CO TO ZNACZY: *logika wypowiedzi*?

Praca nie może zawierać elementów niespójnych, sprzecznych wewnętrznie lub niezrozumiałych.

» *strony 39–40*

CO TO ZNACZY: *zakres i poprawność środków językowych*?

Tu ocenia się ich zróżnicowanie i poprawność oraz wpływ ewentualnych błędów językowych na komunikację. Aby uzyskać maksymalną liczbę punktów, należy wykazać się szerokim zakresem słownictwa, struktur gramatycznych, zwrotów i kolokacji typowych dla danej sytuacji i tematu **na poziomie C1**, naturalnością, a także odpowiednim stylem. Aby uzyskać maksymalną liczbę punktów w ocenie **poprawności**, możesz popełnić nieliczne błędy, ale nie mogą one zakłócać komunikacji.

» *strony 41–43*

CZEGO OCZEKIWAĆ?

List formalny lub półformalny to list, który piszemy do osoby, której nie znamy, zazwyczaj adresowany do instytucji – władz lokalnych, gazety, szkoły itp. w sprawie jakiegoś problemu. Polecenie składa się z trzech elementów, które trzeba rozwinąć. Każdy z nich ma inną funkcję, np. opis sytuacji, problemu, miejsca lub osoby, relacja z wydarzenia, przedstawienie propozycji, rozwiązania problemu.

CO TO ZNACZY: *poprawnie napisany list formalny*?

Dobrze napisany list:
- we wstępie określa cel listu,
- w rozwinięciu omawia zagadnienie w sposób przejrzysty i logiczny,
- zawiera odpowiedni zwrot rozpoczynający i kończący.

Przeczytaj modelowy list zamieszczony poniżej i przeanalizuj komentarze ze wskazówkami.

W Twojej okolicy jest zaniedbany teren - miejsce spotkań młodzieży, której zachowania są problemem dla mieszkańców. Napisz list do władz gminy, w którym opiszesz sytuację będącą przykładem irytującego Cię zachowania, zaproponujesz sposób zagospodarowania tego terenu oraz wykażesz korzyści płynące dla mieszkańców z takiej zmiany.

Nagłówek *Dear Sir/Madam* jest odpowiedni w listach formalnych.

Pierwszy akapit w listach jest krótszy niż w innych typach wypracowań – jedno zdanie, przedstawiające cel listu, wystarczy.

Dear Sir or Madam,

I am writing to draw your attention to the fact that the abandoned construction site in the Main Street area creates a disturbance for the local residents and to suggest ways to resolve it.

Dobry list formalny omawia dane zagadnienie w sposób przejrzysty i logiczny. Oczywiście można to rozumieć na różne sposoby, ale jeśli każdy element polecenia zrealizujesz w oddzielnym akapicie, będziesz mieć pewność, że wszystkie punkty są odpowiednio rozwinięte, a egzaminatorowi łatwo będzie to zauważyć.

First of all, allow me to apprise you of the problem with the abandoned construction site at the north end of Main Street, which has become a meeting spot where raucous young people congregate at all hours and disturb everyone's peace. Only last night about a dozen of them, all aged around 15 or 16, were having a rowdy party on the unfinished rooftop. As if playing loud music and using foul language was not enough, they were also accosting anyone brave enough to pass by on their way home. I am convinced I am not the only one who is exasperated.

Używaj zwrotów logicznie łączących fragmenty tekstu.

Therefore, I would like to offer a suggestion as to how the place could be repurposed, as after all these years it seems highly unlikely that the construction will be finished. Maybe it is time the city reclaimed the lot and turned it into a place that could serve the local community. I personally suggest a recreational area with benches and wooden sunbeds as well as a playground and an open-air gym, preferably at the opposite end of it, so as not to disturb those who would come here to relax. Naturally, it would require sowing new grass, planting trees, bushes and designing flower beds, which is a lot of effort. The upside, however, is that the park could be designed to suit everyone's needs.

Podobnie jak we wprowadzeniu, w zakończeniu też wystarczy tylko jedno zdanie, mówiące czego oczekujesz od odbiorcy lub, w zależności od sytuacji, dziękujące za pomoc.

It is hard to deny the many benefits such a place would bring to our community. Seeing as there is a scarcity of green areas in our neighbourhood, it would probably become everyone's favourite spot. The senior residents would have a place for socialising and a reason to go out. Adults as well as teenagers could come here to rest, walk the dog or do outdoor sports, while children would have a place to play.

Upewnij się, że zwrot kończący pasuje do zwrotu otwierającego, najczęściej stosuje się:
Dear Mr/Mrs X, -> Yours sincerely / Best regards,
Dear Sir/Madame, -> Yours faithfully / Best regards,

I hope you will give my suggestion a serious consideration, since it is a shame such an area at the heart of the city should be a source of problems instead of serving the community.

Yours faithfully,
XYZ

OPENING GREETING AND CLOSING

Dear Sir/Madam, -> Yours faithfully,
Dear Mrs Britt, -> Yours sincerely,
also Best wishes, *or* Best regards, *for either of the above openings*

OPENING / REASONS FOR WRITING

I am writing ...
- in response to ...
- with regard to ...
- in connection with ...
- in reference to your ...
- on behalf of ...
- to draw your attention to ...
- to bring to your attention ... / to bring (something) to your attention.
- to express my disapproval /approval of ... / concerns about ... / dissatisfaction with ...
- to share my opinion concerning ...
- to complain about ... / to make a complaint about ...
- to thank you for / to express my gratitude for ...
- to sincerely apologise for ...
- to congratulate you on ...
- to apply for the position of / post of ...

PRESENTING IMPRESSIONS

It strikes one as rather ...
It comes across as be**ing** ...
It gives the impression of be**ing** ...
It seems / appears **to be** ....
Although the initial impression is positive / negative ...

PRESENTING OPINIONS

I find it / consider it to be ...
I personally oppose the view that ...
I am (not fully) convinced that ...
I am inclined to believe / convinced that ...
I am totally opposed / in favor of ...
It would be a shame if ...
It pains me to have to say it but ...
From my point of view / The way I see it ...
To my mind,
As far as I am concerned,
I feel very strongly that ...

REACTIONS

I regret to say I was not satisfied with ... / that ...
I was delighted / troubled / distressed / dismayed to see / hear / discover ...
I could not help but marvel / worry / notice ...

ASKING

I wonder if you could ...
I would greatly appreciate it if you could ...
I would be most grateful if you ...
I am writing to enquire whether it would be possible ...
I would like to request ...
I would like (to ask for) your permission ...
I would like to inquire about ...
Would it be possible for you to ...?

OFFERING SUGGESTIONS OR SOLUTIONS

I would like to offer a suggestion ...
I would strongly recommend / suggest ...
It might be useful to ...
It is therefore clear that it would be useful to ...
To remedy the situation you might wish to consider do**ing** ...
It would not come amiss if you ...
One solution might / could be ...
There is no simpler / better solution than ...
It would be in everyone's interest if ...

CLOSING REMARKS

I hope my request will not inconvenience you ...
I look forward to ...
- ... hearing from you.
- ... receiving your reply ...
- ... reading about ...
- ... seeing the results of such actions ...
- ... your prompt response / reply.

I would be happy to provide you with any further information ...
Please do not hesitate to contact me should you need ...
I trust you will find this letter helpful.
I hope you will give this matter your urgent / careful consideration / attention.
I would appreciate a reply at your earliest convenience.
I am enclosing my CV / letters of recommendation.

CZEGO OCZEKIWAĆ?

Rozprawka wymaga rozważenia i oceny podanego zagadnienia lub zjawiska pod kątem trzech podanych w poleceniu aspektów. Mogą to być aspekty finansowe, bezpieczeństwa, edukacyjne itp., ale również punkty widzenia różnych osób, np. klienta lub sprzedawcy. W każdym z aspektów należy wykazać, czy z danego punktu widzenia zjawisko to jest, naszym zdaniem, czymś dobrym, złym, czy może ma jednocześnie dobre i złe strony.

Twoja rozprawka MOŻE, ale NIE MUSI, być jednostronna. Dopuszczalne są obie opcje:

- Jedna to ta, gdzie niezależnie od rozważanego aspektu/punktu widzenia, wszystkie argumenty są pozytywne (lub wszystkie są negatywne).
- Druga to ta, kiedy z jednego punktu widzenia / z jednej strony dane zjawisko jest pozytywne, z dwóch pozostałych – negatywne, lub wręcz przeciwnie - w jedym z aspektów zjawisko jest negatywne, a w dwóch innych – pozytywne. To oznacza, że w dwóch aspektach będziesz mieć argumenty „za", a w jednym „przeciw", albo odwrotnie. Możliwe jest również, że w niektórych aspektach wystąpią zarówno argumenty „za", jak i „przeciw". Każda z tych opcji jest dopuszczalna.

Ważne jest tylko, aby przy każdym aspekcie było jasno powiedziane, czy tok rozważań pokazuje dobre czy złe strony danego zjawiska, i aby wszystkie argumenty poparte były przykładami lub wyjaśnieniami.

Istnieje również taka możliwość, że w temacie w ogóle nie wystąpi zwrot „rozprawka przedstawiająca opinię", a polecenie wskaże po prostu, aby napisać rozprawkę, rozważając problem z np. z punktu widzenia różnych osób. Wtedy teza nie musi zawierać zwrotu typu: „moim zdaniem", ale wciąż poszczególne akapity powinny pokazywać, czy z danego punktu widzenia jest to pozytywne czy negatywne rozwiązanie/zjawisko itp.

W rozprawce, niezależnie od tego, czy przedstawia ona tylko pozytywne/negatywne argumenty, czy mieszane, **możliwe, ale niekonieczne, jest przedstawienie argumentu strony przeciwnej,** niezgodnego z Twoją tezą, w celu obalenia go. Jeśli zdecydujesz się na to, nie przytaczaj więcej niż jednego takiego argumentu i pamiętaj, by go skutecznie obalić. Twoje wypracowanie powinno skupiać się raczej na argumentach popierających Twoją tezę.

CO TO ZNACZY: *poprawnie napisana rozprawka*?

Dobrze napisana rozprawka:

- zawiera we wstępie zgodną z tematem, jasno sformułowaną tezę, która zapowiada strukturę rozprawki (argumentacja jedno- lub dwustronna),
- w rozwinięciu omawia zagadnienie w sposób przejrzysty, logiczny; wszystkie argumenty przedstawione w rozwinięciu konsekwentnie wspierają postawioną tezę,
- rozwija argumenty, popierając je wyjaśnieniami lub przykładami,
- zawiera podsumowanie zgodne z tematem i tezą oraz argumentacją przedstawioną w rozwinięciu,
- charakteryzuje się stylem formalnym.

Przeczytaj modelową rozprawkę jednostronną zamieszczoną poniżej i przeanalizuj komentarze ze wskazówkami.

W obliczu rosnącej w miastach ilości samochodów wiele metropolii rozważa rozwiązania polegające na absolutnym zakazie wstępu samochodów do centrów miast. Napisz rozprawkę, w której rozważysz zasadność takiego rozwiązania, biorąc pod uwagę:
- **koszty,**
- **wygodę,**
- **ekologię.**

Jeśli polecenie nie wymaga przedstawiania Twojej własnej opinii, nie musisz używać zwrotów typu: „moim zdaniem". Jednak teza powinna być tak sformułowana, aby czytelnik wiedział, czy przedstawiane będą tylko argumenty za, argumenty przeciw, czy jednak problem będzie ukazany z obu stron.

The perpetual growth of cities and their population is bringing with it various problems, the most apparent one being the multitude of cars that inevitably follows the growing number of residents of metropolitan cities. One solution is to ban cars from broadly understood city centers and it is the best thing we could do both for ourselves and our cities.

Pamiętaj, aby odnieść się do wszystkich wymienionych elementów. Nie musisz natomiast trzymać się kolejności podanej w poleceniu.

Needless to say, the ecological benefits would be endless. Should we allow only public transport and delivery into the city, the amount of car exhaust fumes and thus pollution would decrease dramatically. Also, as the disused parking spaces could be turned into green areas, they would further contribute to cleaning air of residual pollutants. Moreover, since plants, especially trees, help lower air temperature, they would also serve as natural coolers during heat waves, countering the effects of global warming, which is especially difficult to bear in concrete deserts of cities.

Używając danego argumentu, upewnij się, że przedstawiasz szczegóły i że elementy argumentacji są logicznie powiązane, tak żeby sensownie rozwijały wskazaną opinię.

Secondly, contrary to what opponents of this solution maintain, it would be financially beneficial to both the city and the residents. The need to switch to public transport or personal means would of course induce the initial costs of buying bus passes or roller skates or some such expenses, yet these are incomparably small considering the costs of petrol burnt by cars sitting idly in traffic. As for the city itself, it would profit from the public transport fees and permits issued to delivery services that would still need to enter the restricted area with goods.

Możesz również wykorzystać argumenty strony przeciwnej, aby obalając je, wprowadzić swoją argumentację.

Finally, it would also be extremely convenient for the residents. Cities introducing such solutions increase the number of trams, buses and subway trains, so that no matter one's destination, getting there is easy. Another advantage is that with greatly decreased number of vehicles, the traffic jams disappear, shortening the time of getting across the town as a result. What is more, with less crowded streets and no need for parking spaces, the bike lanes can be widened and bike parking spaces built, which would make choosing this healthy means of transport much more appealing.

Rozważ używanie różnych konstrukcji bezosobowych, aby uniknąć powtarzania, np. konstrukcji z 'bezosobowym *you*', tak jak w *'if you have to buy a bus pass'*.

Pamiętaj o podsumowaniu swoich argumentów, tak aby zakończenie wypowiedzi potwierdzało, że rozwinięte przez Ciebie punkty odnoszą się do wszystkich elementów polecenia i potwierdzają Twoją tezę.

All things considered, it seems obvious that banning cars from cities would save or earn everyone's money, make our cities cleaner, healthier and cooler and the transport more convenient. The long term benefits are undeniable.

Przeczytaj modelową rozprawkę dwustronną zamieszczoną poniżej i przeanalizuj komentarze ze wskazówkami.

Zakupy przez Internet to dziś codzienność. Napisz rozprawkę, w której przedstawisz swoją opinię na temat takiego typu handlu, biorąc pod uwagę następujące aspekty:
- **wygodę kupującego,**
- **interesy niedużych firm,**
- **bezpieczeństwo.**

W rozprawce przedstawiającej opinię teza powinna zawierać zwrot wskazujący, że wyrażasz swoją opinię, np. *To my mind, … .*

The Internet has become our augmented reality in which we play, learn, maintain relationships and work. Also online shopping is now part and parcel of our everyday life. To my mind, it is a fantastic development of commerce that has undeniable advantages, but it is not without flaws that we should be aware of.

Teza musi określać, jakie stanowisko w danej sprawie zajmujesz, być zgodna z tematem oraz zapowiadać treść (czy opinia jest tylko pozytywna/negatywna, czy też to zależy od aspektu).
Teza **nie musi** nazywać aspektów, które będą rozpatrywane, choć może.

Środki stylistyczne, pokazujące logiczne połączenia między częściami tekstu, są elementem stylu formalnego.

First of all, it cannot be denied that it is an extremely convenient way of shopping. Thanks to price comparison services, the ease of browsing products and finding the most suitable and affordable option is quite unprecedented. Never before have buyers had so many products and retailers at their fingertips with the added bonus of free returns should the product not meet their expectations. Add to that the fact that online shops are accessible at any time and from almost any location and it is clear that shopping has never been simpler.

Wskazówka: Unikaj tezy w formie pytania, ponieważ w ten sposób trudno jest zasugerować, jakie stanowisko zajmiesz.

Najbardziej przejrzystą formą rozprawki jest omówienie każdego elementu polecenia w oddzielnym akapicie.

Another aspect to consider is the beneficial impact of e-commerce on small businesses. While huge supermarkets are ousting small shops, the Internet is where small companies thrive. Omitting the middleman, they reach their potential buyers via e-commerce services, ads and social media. Thus, they do not need to rely on huge retailers to deem their product marketable, but themselves search out those who would be interested. Also, comparing businesses and offers is easier, so they can adjust their campaigns to trends and needs of the market.

Zwróć uwagę na to, aby akapity omawiające poszczególne elementy były podobnej długości.

Nie podawaj samych faktów, ale wytłumacz, dlaczego z danego punktu widzenia coś jest dobre bądź niedobre.

Strona bierna to element stylu formalnego.

Nevertheless, there is a downside, as online shopping can be unsafe if certain precautions are not taken. Products advertised online might not match their descriptions or be of poor quality, delivery might take more than it was supposed to, thus causing problems when buying gifts, prom dresses or other products needed at a specific moment. Unfortunately, there are also scammers who take people's money and disappear or steal credit card data and then money. With that said, it is a matter of being Internet savvy and knowing how to verify the seller.

Podawaj konkretne przykłady na poparcie swoich argumentów.

Zakończenie musi być „zgodne z treścią wypracowania", czyli podsumowywać to, co napiszesz – sparafrazuj tezę oraz w kilku słowach streść swoje argumenty i stanowisko, w których odniosłeś się/odniosłaś się do trzech elementów polecenia.

To conclude, while safety might be a problem for online shoppers, it is overall a great thing. If we avoid careless shopping on untrustworthy websites, then we can buy more products, better suited and at more competitive prices than ever before, and at the same time, stimulate growth of small businesses that introduce variety on the market.

PRESENTING OPINION

I find that / it to be ...
As far as I'm concerned ...
To my mind,
It seems to me / to be ...
I believe this phenomenon is ...
I would argue that ...
The way I see it,
I really / do believe ...
In my opinion / view ...
I am of the opinion that ...

PRESENTING THESIS

There are as many advantages as disadvantages to ...
Such a solution can be both beneficial and harmful/ problematic ...
The pluses of such decision seem to me to greatly outweigh the minuses.
It is definitely advantageous to everyone involved ...
There seem to be no benefits to it ...
There are as many pros as cons of this situation ...

INTRODUCING COMPARISON OR CONTRAST

nonetheless / nevertheless / notwithstanding,
even so, / whereas / while
unlike
Regardless of the fact that ...
Apart from that, however,
yet
Although / Even tough / However,
Despite / In spite of ...
In contrast / On the contrary,
Conversely,
Dissimilarly,
In the same way / In like manner,
Likewise / Similarly,

MAKING GENERAL AND LIMITING STATEMENTS

All in all,
Altogether
Basically / Generally / Largely / Commonly,
Overall,
As a whole,
by definition,
By and large ...
As a rule,
In a way,
up to a point / partly / slightly / fairly

INTRODUCING AND LISTING ARGUMENTS

Firstly, Secondly, Thirdly, Finally,
First of all,
In the first place,
To start with / To begin with ...
The most serious disadvantage / downside ...
One benefit / drawback ...
A common criticism ...
A major advantage ...
It is often claimed / suggested ...
Those advocating such solutions claim that ...
Opponents maintain that ...
It could be argued that ...
It would be hard to deny the fact that ...
On the one hand ... / On the other hand ...

INTRODUCING FURTHER POINTS

A further drawback / advantage ...
Another negative aspect ...
An additional benefit could be ...
Another issue is / worth concerning ...
Another argument in favour of ...
Besides / Above all / In addition ...
Moreover / Furthermore,
Not to mention the fact that ...
Another point of view is that ...

EMPAHSIZING AND DEVELOPING ARGUMENTS

clearly /certainly / evidently/ surely / obviously
significantly / notably
Needless to say,
in particular,
indeed,
In other words,
That it so say,
It goes without saying that ...

GIVING EXAMPLES

For example,
e.g. ...
For instance,
such as
especially
in particular,

TALKING ABOUT REASONS AND CONSEQUENCES

so that
owing to / due to
on account of
due to the fact that ...
in view of
seeing that
on the grounds that ...
since
as
because of
so as to
consequently,
thus
therefore
as a result
It is clear / apparent / evident ...
Provided that ...
It transpired (that) ...

EMPHASIZING

Naturally,
Needless to say,
Of course,
Obviously,
Clearly,
It goes without saying that ...

SUMMING UP

All in all,
All things considered,
Taking everything into account,
On balance,
On the whole,
It is therefore obvious / apparent ...
In short / in brief,
To sum up / Summing up / In conclusion / To conclude,

CZEGO OCZEKIWAĆ?

Artykuł przedstawia jakieś zjawisko społeczne lub wydarzenie, np. opinie na jego temat lub sugestie działań. Artykuł może zawierać elementy opisu miejsca, osoby lub wydarzenia, recenzji, sprawozdania, oceny faktów itp. Zazwyczaj każdy element tematu spełnia inną funkcję, np. opis, przedstawienie opinii i sugestia. Zwróć uwagę na to, czy Twój tekst wyraźnie spełnia funkcje określone w elementach polecenia.

CO TO ZNACZY: *poprawnie napisany artykuł*?

Dobrze napisany artykuł:
- ma przyciągający uwagę tytuł,
- zawiera wstęp, mający zachęcić czytelnika do przeczytania tekstu,
- napisany jest barwnym językiem (» *strona 42)*, zawiera zakończenie zgodne z treścią artykułu.

Przeczytaj modelowy artykuł zamieszczony poniżej i przeanalizuj komentarze ze wskazówkami.

Nauka przez rozrywkę, czyli *edutainment*, to coraz popularniejszy sposób na lekcje w szkole. Napisz artykuł do gazetki szkolnej, w którym opiszesz taką lekcję przeprowadzoną w Twojej szkole, przedstawisz opinie uczniów na temat tego, na ile była ona faktycznie edukacyjna, podając uzasadnienie, oraz wyjaśnij, do jakiego stopnia, Twoim zdaniem, nauczyciele powinni stosować rozrywkę jako narzędzie/metodę w edukacji.

Opis konkretnej sytuacji wprowadzającej w temat to jedna z technik pisania wstępu, który zaciekawi czytelnika. » *strona 42*

Artykuł musi mieć tytuł. Istnieje kilka technik, aby tytuł był ciekawy. » *strona 42*
Tutaj zastosowano aliterację i pytanie.

Fun or fright?

Pytania do czytelnika to typowy element stylu artykułów.

The teacher's voice is droning monotonously accompanied by a buzzing of a tired fly. Three students are watching the fly, some are surreptitiously checking their phones under the tables, others sleeping with their eyes open, two in the back have given up and dozed off with their heads resting on open notebooks. Sounds familiar? How about some fun in the class, dear teachers?

Jak w każdym wypracowaniu, tu też staraj się każdy element tematu omówić w oddzielnym akapicie, aby tekst był przejrzysty i łatwy w ocenie.

Last week, our history teacher, Mr Banes, decided he wanted to … well … I don't know what he wanted, but I know what he did. He came in, said something like "why listen about history when you can see it?" and without dropping any other hints played *Saving Private Ryan,* a movie about the invasion of Normandy. I must give it to Mr Banes it really visualised it for us. Bloodiest thing I've ever seen.

Niepełne zdania (*ellipsis*) to element barwnego, żywego stylu artykułów.

So, was it fun and worth it education-wise? Depends who you ask. Some students just flipped. All the blood and slaughter got too much for them and they flat out refused to watch the rest of it, thus missing the intended lesson in history. Can't blame them though, it was graphic. But others didn't mind. They thought it was the most engaging history lesson ever. No more statistics or names to memorise just the actual reality of it. They discussed the details and actually went off to research the topic.

Idiomy i potoczne zwroty to element barwnego stylu.

Zauważ, jak rozwinięty został każdy punkt. Np. ten ma zdanie wprowadzające, wyrażające opinię (uczucia mieszane), a potem uzasadnienie składające się z kilku elementów (problemy, np. nie wszystko i nie dla każdego, oraz argumenty na tak – tradycyjne lekcje są nudne, i korzyści – uczniowie są obudzeni z letargu i zaangażowani).

Personally, I'm straddling the fence here: edutainment is exciting, but not in every form. I mean, wouldn't you agree that certain content requires consent? Films like this one are not suitable for the classroom. Yes, endless lectures should be a thing of the past. No one can stand that for 8 hours a day. Some fun and games like competitions, scavenger hunts and films break the routine, wake us up and get us engaged. Yet to me, a lecture packed with information with a Q&A session is one of the most productive lessons ever. I guess balance is the key.

Podsumowanie – jak zawsze – musi wynikać z treści i w jakiś sposób do niej nawiązywać.

I would just like to finish with an appeal to teachers keen on edutainment – please make sure the fun is actually fun and that there's an educational part to it, so that we learn, but without getting traumatised or bored in a different way.

STARTING BY SETTING A SCENE

Only imagine …
Picture this …
See if this scene is familiar …
Imagine for a moment …
Would you rather have … or …?
If you were … / to …
Have you ever fantasised /dreamt about / considered …?
Visualise …

DESCRIBING

Being both … and … it is …
What it obvious / strikes you …
The most noticeable / fantastic /outrageous thing is …
By far, the most astounding / ridiculous / admirable / unsettling thing about it is …
This is considerably less / more … than …
It might be hard to imagine, but …
And then, wouldn't you know it, …
Unbelievable though it sounds …
We are all aware that …
… to give and illustration of …
There is a tendency to …
A large number of times / In a large number of cases,
In some instances,

PRESENTING / ARGUING WITH A POINT OF VIEW

It cannot be denied that …
It may be argued /claimed (that) …
… clearly contradicts such views.
… does not come without drawbacks.
I reckon …
I'm the first one to admit …
Don't get me wrong, I do appreciate …, but …
I dare say …
Contrary to popular belief, …
I fully support the view that …
It's clear to me that … / I definitely believe that …

SUGGESTING

I would be most eager to …
Come on, let's face it, we should all …
Why don't we …?
Wouldn't it be a good idea to …?
Whatever happened to good old-fashioned …?
Wouldn't we all be much better off if we …?
Why not try … for a change.

CRITICISING

Now why would someone ever consider …?
Why they would … is beyond me.
It's wrong, no matter how you look at it / slice it.
What I would like to know is who agreed to / sanctioned that …
Now why would someone wish to … such a thing?
It's beyond ridiculous.
Absurd doesn't even begin to describe it.
I mean, really?!
In no way can I agree that …

PRAISING

Two very enthusiastic thumbs up, gentlemen!
Now that is what I call a solution.
Stroke of genius if you ask me.
The whole school was in awe.
It took our breath away.
Finally, someone put their thinking cap on.
Spot on!
We were beyond thrilled that someone had thought of that.
What a brilliant idea.
Way to go, ladies!
Well done, Mr. President.

COMMENTING

Who would have thought?
Funnily enough, …
Interestingly enough, …
Of all the places / people in the world, to meet / find …
As a matter of fact, …

GENERAL AND PARTIALLY CORRECT STATEMENTS

To a certain degree, …
In a sense, …
In a way, …
As far as I know, …
Generally speaking, …
Ultimately, …

CO TO ZNACZY: *zgodność z poleceniem*?

Praca pisemna oceniana jest zarówno pod kątem treści, jak i formy odpowiedniej dla danego typu tekstu. Każdy z elementów pokazanych w poniższej tabeli jest oddzielnie punktowany, a potem te cząstkowe punkty przeliczane są na ostateczną punktację za zgodność (maksymalnie 5 pkt). Dlatego ważne jest, aby Twoje wypracowanie spełniało **wszystkie** poniższe kryteria.

ZGODNOŚĆ		ROZPRAWKA	LIST	ARTYKUŁ
TREŚĆ	**Wstęp**	Zawiera zgodną z tematem, jasno sformułowaną tezę, która zapowiada strukturę rozprawki, tzn. sygnalizuje, czy rozprawka przedstawia opinię jedno- czy dwustronną. Unikaj tezy w formie pytania, bo ono nie wskazuje, jakie zajmiesz stanowisko.	Powinien być zgodny z podanym tematem i treścią listu ORAZ wskazywać powód/ cel pisania listu.	Ma zachęcić czytelnika do przeczytania artykułu.
	Rozwinięcie	• To pogłębiona realizacja każdego z trzech elementów tematu (np. rozbudowana argumentacja, przykłady, szczegóły). • Ta część nie powinna zawierać fragmentów odbiegających od tematu.		
	Zakończenie	Musi być zgodne z tematem ORAZ treścią wypowiedzi.		
FORMA		Teza powinna znajdować się na końcu wstępu. W rozprawce przedstawiającej opinię jest to zdanie rozpoczynające się od zwrotu, np. *In my opinion …*	Rozpoczyna się i kończy odpowiednim zwrotem.	Zawiera tytuł.
	• Długość pracy musi mieścić się w granicach 270–390 wyrazów. • Należy zachować odpowiednie proporcje wstępu, rozwinięcia i zakończenia, tzn. akapity rozwinięcia powinny być mniej więcej równej długości, a wstęp i zakończenie powinny być krótsze (w przypadku listu jedno zdanie wystarcza) • Tekst powinien być uporządkowany, a podział na akapity wynikać z treści.			

1 **Study the criteria above and decide if the statements below are true or false. Explain your decision.**

1 The ending must refer back to the topic and include all main ideas from the main body. **T/F**
2 It has to be clear from your thesis if your essay presents only arguments for, only against or mixed. **T/F**
3 If you have some additional ideas on the topic but they're not mentioned in the instruction, you should write them in a separate paragraph. **T/F**
4 One paragraph of introduction, one main body and one conclusion is a good layout for these essays. **T/F**
5 Every essay should have a title. **T/F**

2 **Decide if fragments 1–4 below are good openings for the topic. Put a plus or a minus next to each opening. Explain your decision.**

Twoja klasa była ostatnio na lekcji w galerii sztuki. Wiele osób się nudziło. Napisz list do dyrektora galerii, w którym opiszesz przebieg lekcji, wyjaśnisz powody braku zainteresowania przedstawionymi treściami niektórych uczniów oraz zasugerujesz sposób, w jaki można by takie zajęcia uatrakcyjnić.

1 I am writing to you after a visit to your gallery, because I believe the form of the lessons you offer is not very engaging for students and I would like to offer some suggestions on how to change that. ___
2 I am writing to you after a visit to your gallery which our teacher arranged for us last week. We were there for a two-hour lesson on modern art, which I believe was not only too long, but also too theoretical, causing most of us to fall asleep half way through it. Not to mention the fact that the woman who was conducting it had a very monotonous manner of speaking, which also detracted from the excitement. I must say most of us were disappointed. ___
3 I am writing to you after my last week's visit to your gallery. Having spent two hours there I must say that, in my opinion, you need to introduce a lot of changes to your gallery. ___
4 I am writing to you on behalf of my class, which visited your gallery last week and was sadly disappointed with the lesson we were offered. I must say that having been to many museum and gallery lessons before we were rather looking forward to it and it is a shame the potential of your exposition was wasted. ___

3 **Do the writing task. Make sure you meet all the criteria for consistency with the form and topic.**

Wiele osób uważa, że szkoły nie powinny stawiać uczniom ocen w klasycznym rozumieniu tego słowa. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, biorąc pod uwagę:
• motywacje uczniów,
• informację o postępach uczniów,
• potrzebę porównywania wiedzy uczniów.

CO TO ZNACZY: *spójność i logika w odniesieniu do treści*?

Praca nie może mieć elementów niespójnych, sprzecznych wewnętrznie lub niezrozumiałych. To oznacza, że fragmenty zdań, poszczególne zdania lub akapity nie mogą zawierać informacji sprzecznych ze sobą, a argumentacja powinna jasno pokazywać przyczyny i skutki opisywanych sytuacji oraz tłumaczyć, dlaczego omawiana sytuacja jest, Twoim zdaniem, pozytywna lub negatywna. Pamiętaj, że czytający nie ma obowiązku niczego się domyślać. Zawsze wyjaśnij, jaki związek z tematem ma przedstawiana przez Ciebie myśl, sytuacja, sugestia.

1 Read the instruction for the formal essay below, its thesis and the main body of the text. Identify mistakes A–F in fragments 1–6. One mistake appears twice.

Niektórzy postulują wprowadzenie do naszej diety przynajmniej jednego dnia wegetariańskiego w tygodniu. Przedyskutuj ten pomysł, biorąc pod uwagę takie aspekty jak: lokalna kultura, koszty, umiejętności gotowania.

Thesis: The way I see it, **introducing a vegetarian day into our menus is a wonderful idea even if it is not very tasty [1].**
One aspect to consider is the possibility of such experiment from the point of view of local culinary traditions and its impact on them. While there are cultures that rely largely on crops and dairy products, most of the world is carnivorous. For people attached to traditions and culinary habits such a change would be difficult both because of the unusual taste of such dishes and their lack of knowledge concerning vegetarian meals or products. **It seems unfair to force people to change their traditions, especially in times of globalisation which with such interferences threatens local cultures. However, it might enrich such cultures, so it should be considered [2].**
As far as cooking skills are concerned, introducing vegetarian dishes into our menus should not pose too many problems. It is the same food just without the meat [3], so everyone will be able to cook it [4]. After all, no culture lives only on meat, every cuisine includes some grains, dairy and vegetables. **Consequently, removing meat from our dishes does not make them more difficult to prepare, although of course they are not exactly the same dishes because the meat needs to be replaced with something equally nutritious [5].**
Finally, costs of such a shift should also be considered. **Those who cannot prepare such dishes themselves would be forced to order them in restaurants and that is costly [6].** Meat replacements are expensive, so such an experiment might not prove affordable to lower classes. Meat has nutritional values, the lack of which in a vegetarian menu needs to be balanced out with similar ingredients from other sources. **Of course, like with everything else, it is possible to search for bargains and cheaper ingredients to lower the costs [7].**

A a sentence which contradicts itself ___
B an argument contrary to generally accepted ideas ___
C arguments contradict each other ___
D overgeneralisation ___
E sentences that contradict each other ___
F thesis inconsistent with main body ___

2 Answer the questions and then write a thesis for the main body from exercise 1.

1 Should the thesis be a question?
2 Does the thesis have to present your opinion?
3 Should the thesis be one-sided or signal both positive and negative sides?

3 Choose the conclusion (A or B) that logically fits the main body from exercise 1. Explain your decision.

A To conclude, on account of the above-mentioned arguments it seems clear that we should not be put off by possible problems and try to have one vegetarian day a week, as it would be good for our health, our culture and also for our environment.
B All things considered, it is clear that one vegetarian day a week, while being an interesting idea, is not for everyone. Those who are culinarily adventurous have a will to learn and experience something new, and also can afford such experiments, might love it. Yet others, more traditional or less affluent might have problems with it.

4 Do the writing task. Remember to include a reason for writing in the introduction and sum up your arguments in the conclusion.

W artykule internetowym przeczytałeś/przeczytałaś artykuł pt. „Takeout Generation?", sugerujący, że dzisiejsza młodzież, gdy dorośnie, nie będzie przygotowywać posiłków w domu. Napisz **list** do redakcji tego czasopisma, w którym:
- zajmiesz stanowisko wobec prezentowanych tam opinii,
- przedstawisz wady i zalety jedzenia na wynos,
- opiszesz swoje umiejętności kulinarne.

CO TO ZNACZY: *spójność i logika w odniesieniu do języka*?

Aby wypowiedź była spójna i logiczna, czyli jasna i łatwa do zrozumienia, powinny w niej występować powiązania logiczne wewnątrz zdań oraz między zdaniami lub akapitami, sygnalizowane językowo. Chodzi tu przede wszystkim o stosowanie wszelkiego rodzaju środków językowych, tzw. *cohesive devices / linking expressions*, które dla czytającego stają się swego rodzaju znakami drogowymi, mówiącymi „uwaga, zmieniamy temat", „dodaję kolejny argument lub przykład", „przechodzę do kontrargumentów".

1 Match the cohesive devices with their functions A–D.

Cohesive devices:

- *Another common criticism,* ___
- *Apart from that, however,* ___
- *As a rule,* ___
- *By and large,* ___
- *even so* ___
- *In other words,* ___
- *in particular,* ___
- *Indeed,* ___
- *It is often suggested …* ___
- *Needless to say,* ___
- *Nonetheless,* ___
- *Those advocating such solutions claim that …* ___

A Introducing contrast
B Making general and limiting statements
C Introducing arguments
D Emphasizing and developing arguments

2 Read the exam task and the article below. For gaps 1–6 choose the correct cohesive devices. Then complete the gaps 7–10 with other cohesive devices from exercise 1.

Czasopismo internetowe poprosiło młodych ludzi o napisanie artykułów dotyczących zmian językowych, zachodzących pod wpływem Internetu i SMS-ów. Napisz artykuł, w którym wyrazisz swoją opinię na temat tego zjawiska, przedstawisz takie zmiany widoczne w języku młodych ludzi oraz opiszesz przykład nieporozumienia, jakie z tego wynikło w komunikacji międzypokoleniowej.

WORDS OF OUR LIVES

Every year famous dictionaries and magazines publish what they call 'the word of the year', generating heated debates and excitement over the actual importance of such words for society. Interestingly enough, for the past decade these words were often connected with Internet slang and the funny thing is - we, digital natives, fail to see what the fuss is all about. Seriously. Yes, we text a lot and **1 consequently / so that** the acronyms and other features of the electronic language seep into our regular speech and writing. Why does everyone get so worked up about it? Why must we switch to another 'dialect' when we put our devices away? **2 Whereas / Regardless of the fact that** more formal language is unnatural to us, especially when talking to our peers, our 'new' lingo can be treated as part of natural language change. Languages adapt to the needs of speakers. And we as speakers aren't formal amongst ourselves. **3 Besides, / On account of the fact that** most of us talk like that only to our peers, not in a formal setting.

So, what are these horrible language crimes we tend to commit? **4 Nonetheless / As a rule**, we disregard spelling when texting. **5 That it so say, / Seeing that** a capitalized first word of a sentence or a period at the end is a rare thing for us. It is **6 in fact / clearly** bad etiquette to use them. **7** _____, it's against the basic spelling rules, but so what? **8** _____ is that we are prone to using emojis in writing. Well, yes. And why shouldn't we, when it makes the text so succinct? We like brevity. What's wrong with that?

It just works for us. **9** _____, I do admit that because we've strayed so much from the norm, it does cause problems, **10** _____ in communication with people who aren't so well versed in emojis. Like my mom last week. I was having a blast at a party and mom texted asking what time I'd be back. I replied - jokingly - "around midnight or … maybe next week." Only mom didn't realize the emoji afterwards said I didn't mean it. She didn't get the joke and showed up half an hour later ready to drag me home …

The older generations might not get the finer points of e-speech. OK, we get it. We shouldn't talk or write like that with them. But why should our generation be limited by old-fashioned rules when we're amongst ourselves, I will never understand.

3 Complete the sentences, paying attention to the meaning of the cohesive devices and sentence logic.

1 Unlike schools who organize mostly bake sales to help charity, …
2 We've already written the script and memorised our lines. But on account of renovations going on in our school …
3 We generally handle all the preparations for the show ourselves. Up to a point of course, because …
4 All the money from tickets, after subtracting your fees, will go towards charity. In other words, we …
5 We would appreciate it if we could use your light and sound equipment. Apart from that, however …

4 Do the writing task. Make sure to use correct cohesive devices.

Uczniowie Twojej szkoły chcą zorganizować przedstawienie, z którego dochody przeznaczone zostaną na cele charytatywne. Napisz **list** do teatru, w którym chcielibyście to przedstawienie wystawić. W liście przedstaw ideę tego przedsięwzięcia, opisz, jakie przygotowania poczyniliście do tej pory i wyjaśnij, jak wyobrażacie sobie współpracę z teatrem.

CO TO ZNACZY: *zakres i poprawność środków językowych*?

Tu ocenia się zróżnicowanie i poprawność użytych środków językowych oraz wpływ ewentualnych błędów językowych na komunikację. Aby uzyskać maksymalną liczbę punktów, należy wykazać się szerokim zakresem słownictwa, struktur gramatycznych, zwrotów i kolokacji typowych dla danej sytuacji i tematu **na poziomie C1**, a także odpowiednim stylem: w listach i rozprawkach będzie to styl formalny. Poza tym tekst powinien brzmieć naturalnie dla czytającego.

1 **Tick the elements (1–12) which should be used in a formal style.**

1 Linking words and phrases ☐
2 Simplistic vocabulary and grammar ☐
3 Passive voice ☐
4 Emotional language ☐
5 Personal examples ☐
6 Clichés ☐
7 Short forms ☐
8 Phrasal verbs ☐
9 Idioms ☐
10 Complex sentences with subordinate clauses ☐
11 Impersonal constructions ☐
12 Inversion / emphatic structures ☐

2 **Read the pairs of sentences (1–3) and decide which option is more formal. Circle A or B.**

1 **A** If you rent a flat, you will be able to move out whenever you want.
B Renting a flat allows greater mobility and flexibility.
2 **A** Never before have there been so many environmental disasters as there are today.
B We have never had so many environmental disasters as we can see today.
3 **A** Everyone says that it is better to be safe than sorry.
B It is commonly known that prevention is the best course of action.

3 **Read the exam task and the letter below and identify mistakes A–E in fragments 1–5. Rewrite the incorrect parts to make them consistent with the formal style.**

A generalization ___ **C** phrasal verb ___ **E** short forms ___
B short simple constructions ___ **D** emotional language ___

Jesteś na wymianie między uczelniami za granicą. Twoja uczelnia chce zorganizować dodatkowe zajęcia międzywydziałowe dla studentów i poprosiła ich o sugestie. Napisz list do władz uczelni. W liście przedstaw i uzasadnij swoją propozycję tematu takich zajęć, opisz, jak mogłyby być zorganizowane, i wyjaśnij, jakie będą korzyści z przeprowadzenia zajęć w takiej formie.

Dear Sir/Madam,
I'm writing to present my suggestion concerning the new activities you'd like [1] to organise for the students.
To begin with, **let me say that it is absolutely fantastic** [2] that you are asking for students' input. I believe artistic activities developing students' creativity would be the most beneficial for students. Needless to say, I do not mean history of arts, but rather a hands-on and entertaining approach. **This is a technical college. Most of the students have hardly any contact with art. So it would serve multiple purposes**. [3] Not only would it break the monotony of our courses, but it would also develop our creativity and open-mindedness, which are both necessary for an engineer and desired skills on the job market.
As for the form of such activities, I strongly recommend that they be obligatory on the one hand and strike the students as rather enjoyable on the other. I believe the best approach would be to allot one hour during the week when the whole year would gather in the auditorium for their artistic activities. These could include hand painting, ice or sand sculptures, film-making or any kind of handcrafts, that is to say anything from traditional to very modern art forms.
It would not come amiss, if these activities were not graded but simply passed on the grounds of **showing up** [4].
Allow me to explain why this would be the optimal form for us. **Everyone thinks art is boring** [5]. Naturally, this is not true, however it is a prevailing attitude among technically oriented students. In view of these attitudes, it would be advisable to make such activities appear to be enjoyable. The fun-fair option would allow students the freedom to choose what they find the least daunting. Besides, were we to have it all together, it would be a great opportunity to socialise, thus developing another soft skill. Not to mention the fact that seeing other people have fun might encourage those more shy.
To conclude, I am convinced that such unorthodox for technical college activities would not only help our students to develop personally, but also distinguish our school from others. I hope you will find my suggestions useful.
Best regards,
XYZ

CO TO ZNACZY: *zakres i poprawność środków językowych*?

Tu ocenia się ich zróżnicowanie i poprawność użytych środków językowych oraz wpływ ewentualnych błędów językowych na komunikację. Należy wykazać się szerokim zakresem słownictwa, struktur gramatycznych, zwrotów i kolokacji typowych dla danej sytuacji i tematu **na poziomie C1**, a także odpowiednim stylem – artykuł powinien być napisany stylem barwnym. Poza tym tekst powinien brzmieć naturalnie dla czytającego.

CO TO ZNACZY: *styl barwny*?

Język artykułów różni się w zależności od tego, z jakiego czasopisma one pochodzą. Istnieją oczywiście artykuły fachowe i naukowe, napisane stylem formalnym, ale takie nie występują na maturze. Artykuł, który musisz napisać, powinien zawierać bogate, niemal literackie opisy i być napisany stylem popularnym, przypominającym dialog z czytelnikiem. Taki zabieg sprawia, że czytelnik jest osobiście zaangażowany w odbiór treści artykułu. Typowy problem ucznia piszącego artykuł to zastosowany przez niego styl: zbyt prosty, płaski i nudny.

1 **Tick the elements (1-12) which should be used in a colourful style.**

1 Strong adjectives and adverbs ☐
2 Simplistic vocabulary and grammar ☐
3 Questions and exclamations ☐
4 Strong and emotional language ☐
5 Personal examples ☐
6 Proverbs and sayings ☐
7 Short forms ☐
8 Phrasal verbs ☐
9 Idioms ☐
10 Unfinished sentences ☐
11 Impersonal constructions ☐
12 Inversion / emphatic structures ☐

Wskazówka: Dobry tytuł i wstęp przykuwają uwagę czytelnika. Jak? Wykonaj **ćwiczenia** zamieszczone poniżej.

2 **Match the techniques for making titles / sentences more captivating (1–6) with their examples (A-F).**

1 using a proverb ___
2 paraphrasing a well-known phrase ___
3 alliteration (use of the same initial sound) ___
4 addressing the reader ___
5 asking a question ___
6 using a quote ___

A "I have a dream"
B From frying pan into the fire
C Squatters like squirrels
D Take your life into your own hands
E To buy or not to buy
F Should a car drive itself?

3 **Read the exam task below and do tasks A and B.**

W Twojej szkole odbył się uczniowski protest przeciw zmianom, które mają zostać w niej wprowadzone. Wyjaśnij, jakie zmiany są planowane i dlaczego nie podobają się one uczniom, opisz przebieg protestu oraz przedstaw swoją opinię na temat skuteczności takich form wyrażania swojego zdania / prezentowania swojego stanowiska.

A **Write two possible titles for the article, using two different techniques from exercise 2.**

B **Decide which of the opening techniques (1–5) is used for the opening paragraph below and then use a different technique to write your own opening.**

1 describing a scene connected to the topic
2 quoting shocking facts / statistics
3 addressing the reader, referring to their personal experiences and opinions
4 using descriptions involving multiple senses
5 making a provocative statement

Imagine a huge courtyard filled with trees, bushes and flowerpots. Birds chirping in the bushes. A girl resting against a tree trunk putting her face up to soak up the sun. The tranquility of the scene is suddenly broken by a shrill of a bell and in seconds dozens of students are milling around, happy to take a break between lessons. Who in their right mind would ever want to get rid of such a place?

4 **Do the writing task. Make sure to use colorful language.**

Influencerzy nie tylko kształtują gusty i poglądy swoich fanów, ale również zarabiają w ten sposób na życie. Napisz **artykuł** do gazetki szkolnej, w którym wyjaśnisz, dlaczego influencerzy są tak popularni, opiszesz jednego z nich oraz przedstawisz swoją opinię na temat takiej formy pracy.

1 Read the exam task and the letter below. Read the questions 1–8 below the text and answer them. Rewrite the incorrect fragments.

> W trakcie wizyty w ZOO zaniepokoiło Cię zachowanie niektórych zwiedzających, które, Twoim zdaniem, może być szkodliwe dla zwierząt. Napisz list do dyrekcji ZOO, w którym opiszesz zachowania, które Ci się nie podobały, wyjaśnisz dlaczego, Twoim zdaniem, są szkodliwe dla zwierząt oraz zasugerujesz, jak można im zapobiegać.

Dear ZOO Director [1],
I am writing because I witnessed a situation in your ZOO that I think could cause harm to animals in your charge. [2] I am certain your staff takes great care of the animals, however visitors shouting at monkeys or throwing sticks at bird cages cannot be good for the poor creatures. Even worse, lamas and donkeys were being fed on children's sandwiches. I realise surveillance of such a huge area is not a piece of cake [3], but the animals need to be safe.
Firstly, since animals' wellbeing is threatened, maybe cameras and signs warning about fines for breaking the rules would be a good deterrent. Even during visiting hours, the animals deserve their peace. All this yelling or scaring them is absolutely horrible! [4] They might be upset, frightened or even have a heart attack. I believe signs reminding the visitors how to behave so as not to endanger animals' health would not be amiss either.
Secondly, unsupervised feeding of animals might lead to throwing up, so to avoid that, you might want to put up higher fences [5] and consider greater distances between the pedestrian areas and the animals' enclosures. Also, I suggest more guards working on the premises during visiting hours to explain to the visitors that their actions do more harm than good, as I am certain many people mean well, but don't realise animals have a different diet. It is the same as with people keeping pets. Not everyone feeds their cat or dog the proper animal food, some people just give them meat or rice cooked for humans, believing it is tastier without considering that animals' digestive systems and needs are different than ours. [6]
People are simply stupid. [7] For that reason, I would recommend five-ten-minute lectures on the animals' habits and needs. Delivered, for instance, next to a particular animal's shelter, they'd make people understand that what they believe to be interacting with animals or providing them with stimuli or food could have the opposite effect and that we should leave them be.
Let me finish by saying that I appreciate everything your Zoo does to make the animals safe and happy and I don't mean to criticise. [8] I do, therefore, hope that my suggestions will prove helpful.
Yours faithfully,
XYZ

1 Is this greeting appropriate? CORRECT: _____
2 What's the function of this sentence? Is it fulfilled? CORRECT: _____
3 What's wrong here? CORRECT: _____
4 What's wrong here? CORRECT:
5 What's wrong here? CORRECT: _____
6 Which element of the instruction is this for? CORRECT: _____
7 What's the logical mistake here? CORRECT: _____
8 What's wrong here? CORRECT: _____

2 Read the letter again. Circle and mark the parts that answer each element of the instruction. Use *A* for description of behaviours which you witnessed, *B* for explanations of why they are harmful, and *C* for suggestions of solutions. Then answer the questions below.

1 Is the information in the letter organised in such a way that it's easy to see that all three elements have been developed properly?

_____

2 Are all three points developed equally well?

_____

3 Is the first paragraph constructed correctly?

_____

4 Are all the main body paragraphs of more or less equal length?

_____

▶ AUDIO 02
▶ AUDIO 03

1 **02** **You are going to hear four people talking about e-scooters. For questions 1.1.–1.5., choose the right speaker (A–D) and put a cross (X) in the appropriate column in the table. One speaker must be chosen twice. You will hear the recording twice.**

Which speaker		A	B	C	D
1.1.	claims e-scooter providers are reluctant to spend more money?				
1.2.	suggests some simpler solutions to the problem?				
1.3.	is worried about having an accident in the future?				
1.4.	has probably never used an e-scooter?				
1.5.	praises the speed of e-scooters?				

2 **03** **You are going to hear an interview. For questions 2.1.–2.5., choose the answer which best matches what you have heard by circling the appropriate letter (A, B, C or D). You will hear the recording twice.**

2.1. What aspect of the ageing process does Dr O'Brien study?

A. How to promote healthier behaviour and eating habits.

B. The relationship between mental health and physical health.

C. Whether psychological factors can influence how long you live.

D. Techniques to help older people recover from illnesses.

2.2. What is TRUE about Ellen Langer's experiment?

A. It was conducted at Harvard University.

B. The building was decorated in the style of the 1970s.

C. The participants were expected to carry their own luggage.

D. The participants' average test score improved by over 60%.

2.3. Becca Levy's research mainly involved

A. studying statistics from other sources.

B. interviewing people in their early 60s.

C. measuring the lifespan of 1,000 people.

D. encouraging people to change their attitudes to ageing.

2.4. Levy's research suggests that a positive attitude to ageing can increase average life expectancy by

A. 23 years.

B. 15 years.

C. 22.6 years.

D. 7.5 years.

2.5. Which of the following is mentioned as an OPINION, not a fact, when Dr O'Brien talks about Levy's experiments?

A. A relationship between two factors doesn't necessarily mean that one causes the other.

B. Your lifespan can be affected by how healthy, wealthy or lonely you are.

C. Younger adults with negative attitudes to ageing are more likely to get certain illnesses later.

D. To enjoy your later life more, it's important to keep learning and trying new things.

3 04 You are going to hear an interview with a cartoonist and illustrator. Based on what you hear, complete the gap in each sentence (3.1.–3.5.). You will hear the recording twice.

3.1. In his work as an illustrator, Kingsley tries to _____ .

3.2. He didn't succeed as a writer of longer narratives because of his lack of _____ .

3.3. He uses the term 'usable ideas' to describe drawings with _____ .

3.4. He describes going to his _____ as a traumatic experience.

3.5. He especially enjoys turning _____ something beautiful or powerful.

4 Read two texts about managing reputations. For questions 4.1.–4.4., choose the answer that best matches the text and circle the appropriate letter (A, B, C or D). For questions 4.5.–4.8., complete the gaps in the summary.

Text 1.

THE REPAIRER OF REPUTATIONS

I climbed the three dilapidated flights of stairs, which I had so often climbed before, and knocked at a small door at the end of the corridor. Mr. Wilde opened the door and I walked in.

When he had double-locked the door and pushed a heavy chest against it, he came and sat down beside me, peering up into my face with his little light-coloured eyes. Half a dozen new scratches covered his nose and cheeks, and the silver wires which supported his artificial ears had become displaced. I thought I had never seen him so hideously fascinating. He had no ears. The artificial ones, which now stood out at an angle from the fine wire, were his one weakness. They were made of wax and painted a shell pink, but the rest of his face was yellow. He might better have revelled in the luxury of some artificial fingers for his left hand, which was absolutely fingerless, but it seemed to cause him no inconvenience, and he was satisfied with his wax ears. He was very small, scarcely higher than a child of ten, but his arms were magnificently developed, and his thighs as thick as any athlete's. Many called him insane, but I knew him to be as sane as I was.

I do not deny that he was eccentric; the mania he had for keeping that cat and teasing her until she flew at his face like a demon was certainly eccentric. I never could understand why he kept the creature, nor what pleasure he found in shutting himself up in his room with this surly, vicious beast. I remember once, glancing up from the manuscript I was studying by the light of some tallow dips, and seeing Mr. Wilde squatting motionless on his high chair, his eyes fairly blazing with excitement, while the cat, which had risen from her place before the stove, came creeping across the floor right at him. Before I could move she flattened her belly to the ground, crouched, trembled, and sprang into his face. Howling and foaming they rolled over and over on the floor, scratching and clawing, until the cat screamed and fled under the cabinet, and Mr. Wilde turned over on his back, his limbs contracting and curling up like the legs of a dying spider. He was eccentric.

Mr. Wilde had climbed into his high chair, and, after studying my face, picked up a dog's-eared ledger and opened it. "Henry B. Matthews," he read, "book-keeper with Whysot Whysot and Company, dealers in church ornaments. Called April 3rd. Reputation damaged on the race-track. Known as a welcher. Reputation to be repaired by August 1st. Retainer Five Dollars." He turned the page and ran his fingerless knuckles down the closely-written columns.

"Mrs. C. Hamilton Chester, of Chester Park, New York City. Called April 7th. Reputation damaged at Dieppe, France. To be repaired by October 1st. Retainer $500."

"Well," I said, "the profession of a Repairer of Reputations is lucrative."

His colourless eyes sought mine, "I only wanted to demonstrate that I was correct. You said it was impossible to succeed as a Repairer of Reputations; that even if I did succeed in certain cases it would cost me more than I would gain by it. To-day I have five hundred men in my employ, who are poorly paid, but who pursue the work with an enthusiasm which possibly may be born of fear. These men enter every shade and grade of society; some even are pillars of the most exclusive social temples; others are the prop and pride of the financial world; still others hold undisputed sway among the 'Fancy and the Talent.' I choose them at my leisure from those who reply to my advertisements. It is easy enough, they are all cowards. I could treble the number in twenty days if I wished. So you see, those who have in their keeping the reputations of their fellow-citizens, I have in my pay."

"They may turn on you," I suggested.

He rubbed his thumb over his cropped ears and adjusted the wax substitutes. "I think not," he murmured thoughtfully, "I seldom have to apply the whip, and then only once. Besides, they like their wages."

"How do you apply the whip?" I demanded.

His face for a moment was awful to look upon. His eyes dwindled to a pair of green sparks.

"I invite them to come and have a little chat with me," he said in a soft voice.

4.1. What is the most likely relationship between the narrator and Mr Wilde?

A. The narrator is a business consultant who is paid to advise Mr Wilde.
B. The narrator is one of Mr Wilde's employees, who works in his office.
C. The two are old acquaintances who have known each other for years.
D. The narrator is a customer who is paying for Mr Wilde's services.

4.2. Which aspect of Mr Wilde's appearance does the narrator find fault with?

A. the scratches on his face
B. the colour of his wax ears
C. his artificial fingers
D. his size and build

4.3. How does Mr Wilde feel about his cat?

A. He is scared of it.
B. He tolerates the cat's vicious nature.
C. He becomes angry when it attacks him.
D. He enjoys fighting with it.

4.4. Mr Wilde probably motivates his employees by

A. threatening to damage their own reputations.
B. providing opportunities to work in high society.
C. using physical violence against them.
D. paying them an attractive salary.

Text 2.

Reputation management in the modern world

These days, it seems, everyone has an opinion about everything, and many people are only too eager to air their grievances online, whether about the service at their local pizza restaurant or why they regret buying their car. For businesses that rely on having a good reputation – in other words, all businesses – negative reviews can put paid to all their hard work in a flash. That's why reputation management has become such big business in recent years.

The first step in managing your online reputation is to be aware of it. Needless to say, it's impossible for mere mortals to scour the whole Internet for all the reviews, tweets, chats, comments and blog posts that mention your business, but thankfully there are software solutions that can do it all for you – for a hefty price, it goes without saying. Of course, you'll still need to pore over the data that these tools churn out. For small businesses, that's just about doable in your 'spare' time between all your other commitments, but if you're managing a global brand, you'll need a team of people just to monitor all the data that's flooding in, a task you might consider outsourcing to a specialist agency.

Next, of course, you need to respond to any negative feedback, not by losing your temper or becoming defensive, but by engaging patiently, honestly and constructively with the reviewer to try to resolve their complaint. According to recent research, with the right response it's possible to transform 80% of angry customers into satisfied customers. After thanking the reviewer for sharing their invaluable feedback, it's vital to show that you're listening, taking their criticisms seriously and willing to improve. Not only will this help you solve this particular problem, but you'll also be less likely to suffer a recurrence of the same problem later. Above all, respond to any criticism promptly, before there's time for lasting damage.

Finally, don't forget to follow up with concrete action. Having made a promise, make sure you actually keep your word. Get this wrong and you'll gain a new reputation for being untrustworthy. But if you get it right and make sure the world hears about the action you're taking, you'll gain a whole new set of loyal fans. Even better, your reputation management software will tell you how effective your actions have been in terms of the ratio between positive and negative reviews. So if you notice an uptick in positive comments, it suggests your approach is working. But if the negative feedback is still pouring in, it's time to roll up your sleeves and get back to work on managing your reputation.

The article mentions that **4.5.** _____ can undermine a company's reputation-building efforts. The writer suggests that some companies might engage external workers to **4.6.** _____. Responding effectively to negative feedback can reduce the risk that the **4.7.** _____. Follow up on your promises so as to avoid **4.8.** _____.

5 **Read the article. Four fragments have been removed from the text. Complete each gap (5.1.–5.4.) with the fragment which fits best and put the appropriate letter (A–E) in each gap. There is one fragment which you do not need to use.**

Parking mad: UK man completes mission to park in every spot at local supermarket

A man has completed a six-year challenge to park in every car parking space at his local Sainsbury's. **5.1.** ___

"For the last six years I've kept a spreadsheet listing every parking spot I've used at the local supermarket in a bid to park in them all," he tweeted. "This week I completed my Magnum Opus!"

"It kind of feels like the old Panini sticker albums, but a really boring version of it," the production director told the PA news agency. "There's only so many parking spaces, why not try and get them all? It's a collector's thing I suppose."

What followed was a thorough mapping of the 211 spots available to him on his weekly shop – with disability spaces and motorcycle bays excluded – dividing the spaces into categories A-F. **5.2.** ___ He added: "I don't want to make out this was too big a deal, but there was a moment of elation."

People responded to his thread detailing the challenge with questions including what the best space in the car park was. "It turns out there's a lot of questions about car parks," he said. "The best space is … I mean comfortably you've got to be looking at C1. C1 is just gold dust. The moment you come in through the gates, it's the first thing you really sort of see as a space."

5.3. ___ "It sort of became a thing that we would do - having her along is a bit like daddy daughter time, you know?"

On Twitter, Wild said that a Lidl close to where he lives has the potential for a repeat attempt. **5.4.** ___ "You get all sorts of people coming in and mingling," he said. "Some of them park like clowns, some of them just obey the rules and follow the signs. I just like being out and about and seeing those people."

A. Wild completed his challenge on 24 April by slotting his car into F20, which he described as "a pig to get in".

B. He also described car parks as "a good snapshot of English life".

C. The idea came from his youngest daughter, who often wondered why he always parked in the same spot and challenged him one day to break his routine.

D. Gareth Wild, 39, from Bromley, south-east London, said he decided to take on the challenge after noticing his preference for certain spots.

E. Wild said his wife is "always really supportive" while daughter Aubrey, four, regularly joins him on parking missions.

6 **Read the text. For questions 6.1.–6.4., choose the appropriate paragraph and write the corresponding letter (A–E) in the table. One paragraph does not match any of the questions.**

In which paragraph does the author		Answer
6.1.	suggest that more financial support could promote linguistic diversity?	
6.2.	describe a negative consequence of Paraguayan Guaraní's success?	
6.3.	contrast Paraguayan Guaraní with languages spoken in other places?	
6.4.	highlight a dilemma faced by speakers of certain languages?	

'Culture is language': why an indigenous tongue is thriving in Paraguay

A

Throughout the Americas, European colonial languages are pushing native languages towards extinction, but Paraguayan Guaraní – a language descended from several indigenous tongues – remains one of the main languages of 70% of Paraguay's population. And unlike other widely spoken native tongues – such as Quechua, Aymara or the Mayan languages – it is overwhelmingly spoken by non-indigenous people. Miguel Verón, a linguist and member of the Academy of the Guaraní Language, said the language had survived partly because of the landlocked country's geographic isolation and partly because of the "linguistic loyalty" of its people. "The indigenous people refused to learn Spanish," he said. "The [imperial] governors had to learn to speak Guaraní."

B

But while it remains under pressure from Spanish, Paraguayan Guaraní is itself part of the threat looming over the country's other indigenous languages. Paraguay's 19 surviving indigenous groups each have their own tongue, but six of them are listed by Unesco as severely or critically endangered. One language, Guaná, has just a handful of speakers left. Meanwhile, a 2012 census reported that 48% of Paraguay's 113,220 indigenous inhabitants speak Paraguayan Guaraní as their main language.

C

Alba Eiragi Duarte, a poet from the Ava Guaraní people, writes in a language – also known as Ava Guaraní – spoken by just 6% of her people. The benefits of speaking the country's two official languages were clear, she said – Spanish remains the language of government, and Paraguayan Guaraní is widely spoken in rural areas, where it is a key requisite for many jobs. But the value of maintaining other tongues was incalculable, Eiragi Duarte said. "Our culture is transmitted through our own language: culture is language. When we love our language, we love ourselves."

D

Hannes Kalisch, a linguist, said the shift away from indigenous tongues was often driven by discrimination. "People stop speaking their language to attempt to avoid discrimination," he said. "But they have a very clear awareness of that as a kind of betrayal of their own identity." A 2015 UN report found 60% of indigenous people living in extreme poverty – far above the average for the general population. Paraguayan Guaraní speakers have also faced brutal discrimination and are still stigmatised as rural, poor and uneducated, said Verón. Political and socio-economic systems have prioritised Spanish – often through force – as the language of state, education and power.

E

Important recent advances have included a 2012 law that committed the state to place Spanish and Paraguayan Guaraní on equal institutional footing and to protect other indigenous languages. Ladislaa Alcaraz de Silvero, minister of linguistic policies, said her team had endeavoured to normalise the use of Paraguayan Guaraní across government, but the work – and the preservation of other indigenous languages – was hampered by lack of funds. "We need information, we need studies of some languages, we need publications" she said. "All that has a real cost that goodwill alone can't pay."

7 **Read the text. For questions 7.1.–7.5., choose the word or phrase which fits best in each gap. Circle the appropriate letter (A, B, C or D).**

Bioluminescence

Perhaps the best known bioluminescent creatures are fireflies, which produce light during their breeding season to attract mates. In their larval state, when they are often **7.1.** ___ to as glow-worms, they also produce light, but in this case it serves as a warning to potential predators to stay away, because they taste disgusting. Some species of firefly use their light for more sinister purposes: by mimicking the flash pattern of a different species, females lure males of that species to their death.

The Bermuda fireworm spends much of its life hiding inconspicuously inside a tube on the seabed. However, during the summer, just after the full moon and exactly 55 minutes after sunset, the female worms emerge from their tubes and rise to the surface, where they swim in circles while producing flashes of bluish-green light. After **7.2.** ___ by the males to dance together for a few minutes, the worms discard their swimming apparatus and sink to the bottom, never to rise to the surface again.

Some deepwater animals, including several species of squid, use bioluminescence for counterillumination camouflage. They **7.3.** ___ light from the lower part of their bodies to match the sunlight entering the water from above. This has the effect of making the creatures virtually invisible from below to predators and prey alike.

In the early days of mining, when it was too dangerous to take a naked flame underground, British miners often took dried fish skins with them, which cast a light in the darkness, **7.4.** ___ a very faint one. In other parts of the world, bottles filled with fireflies were used.

Ships have long been known to leave a bioluminescent trail in their wake, caused by disturbing the sea creatures in their path. Apollo 13 astronaut Jim Lovell claims **7.5.** ___ advantage of this phenomenon during his early career as a pilot. While flying over the ocean one dark night, his navigation systems failed and he was unable to find his aircraft carrier. After turning off his cabin lights, he looked for the glowing wake of his ship, which he followed and managed to land safely.

7.1. **A.** described
B. acknowledged
C. referred
D. related

7.2. **A.** being joined
B. joining
C. joined
D. having joined

7.3. **A.** absorb
B. exhibit
C. convey
D. emit

7.4. **A.** albeit
B. nevertheless
C. not even
D. however

7.5. **A.** that he's taken
B. to have taken
C. that he was taking
D. to have been taking

8 **For questions 8.1.–8.2., complete the second sentence so that it is as similar in meaning as possible to the first sentence and it is correct in both grammar and spelling. Use the word given. Do not change the word given. Use <u>up to five words</u> including the word given.**

8.1. It's not a good idea to either overeat or undereat. **EAT**

You shouldn't eat too much food and neither _____ food.

8.2. They didn't offer me the job because I don't have enough experience. **MIGHT**

If I had more experience, I _____ the job.

9 **For questions 9.1.–9.2., complete each gap using the words given in brackets so that the sentence is logical and correct as far as spelling and grammar are concerned. You can change the form of the words given in brackets or add other words if necessary. Use up <u>to six words</u> including the words given in brackets. Do not change the order of the words given in brackets.**

9.1. I wish *(you / not / tell)* _____ everyone my secret yesterday, but it's too late now.

9.2. The competitors' ages ought *(take / account)* _____ when they were selecting a winner.

10 **Read the text. For questions 10.1.–10.5., use one of the words below to form a word that fits the gap. The text must be logical and correct in both grammar and spelling. Write the missing word in the space provided. There are two extra words.**

conserve distant doubt large reduce weigh wide

Northern Forest

The British government has released initial funding for a proposed Northern Forest in the north of England. Should the plans come to fruition, the huge new forest would run the whole **10.1.** _____ of England, stretching from Liverpool and Chester in the west via the cities of Manchester, Leeds, Sheffield and Hull, to the Yorkshire coastline in the east.

10.2. _____ have long argued that projects like this are desperately overdue. The rate of reforestation in England is currently at a record low level and seems likely soon to be **10.3.** _____ by the pace of deforestation, leading to a net loss in the number of trees for the first time in decades.

The proposed project will involve the planting of 50 million trees, at a predicted cost of £500 million. However, the costs are expected to be more than offset by the economic benefits, estimated to be at least £2.5 billion. These benefits include the production of timber for industry and biomass for electricity generation. In addition, the forest will serve as a major leisure resource and lead to **10.4.** _____ in the risk of flooding and improvements in both air and water quality. So far, the government has committed to funding only £5.7 million, so it still remains **10.5.** _____ whether the full project will be given the go-ahead.

WYPOWIEDŹ PISEMNA

11 Choose one of the topics below and write a composition, following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

1. Wiele młodych osób nie odżywia się właściwie. Napisz **artykuł** do gazetki szkolnej, w którym wyjaśnisz, jakie są przyczyny tego zjawiska, opiszesz najgorszy, Twoim zdaniem, nawyk żywieniowy Twoich rówieśników i zasugerujesz sposób przekonania młodzieży do zmiany przyzwyczajeń.
2. Technologia coraz bardziej wkracza we wszystkie dziedziny naszego życia i w sporcie również odgrywa coraz większą rolę. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat tego zjawiska, odnosząc się do:
   - bezpieczeństwa,
   - zasad fair play,
   - osiągnięć sportowców.

ZESTAW DODATKOWY

Choose one of the topics below and write a composition, following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

1. Uniwersytet, na który aplikujesz, ze względu na dużą ilość kandydatów postanowił poprosić wszystkich o napisanie listów o sobie. Napisz swój **list,** a w nim przekaż, jaki kierunek studiów Cię interesuje i dlaczego, opisz, jak do tej pory realizowałeś/realizowałaś swoje zainteresowania związane z tym tematem, i przedstaw swoje nadzieje związane z tymi studiami i pracą po nich.
2. Wielu młodych ludzi decyduje się spędzić wakacje za granicą, biorąc udział w programach 'Work and Travel' zapewniających pracę pozwalającą zarobić na podróże. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat takiego sposobu spędzania wakacji, biorąc pod uwagę następujące aspekty:
   - finanse,
   - odpoczynek,
   - rozwój osobisty.

▶ AUDIO 01
▶ AUDIO 02

Strona 6 ćwiczenie 1 01

Speaker A: Last year, in an effort to make our town even more eco-friendly, our authorities introduced a new tax on disposable cups, plates and cutlery in an attempt to reduce the amount of trash produced by takeaways. I thought people wouldn't be willing to pay the extra fifty cents for the disposable packaging and I was right. But I underestimated their green attitude. Everyone started bringing their own cups and boxes everywhere and turning away from places that wouldn't condone that and force them to pay. I should have known that our city would live up to the challenge. The only one who's taking the town to courts over this is a chain of fast food restaurants, claiming they are unable to make separate rules for different locations, even if they'd like to since they're losing revenue. Oh well, I guess if they don't like it, they can move to a location that does not have such ecological legislation.

Speaker B: I often hear sceptical or dismissive remarks concerning ecological projects or legislation and I am taken aback by them. You only need to look around to see how much good the grassroot movement has done. Maybe not in our country, though people are changing here too, but I've lived in Sweden and in Germany and over there the general population understands the need to clean up and reduce their output of litter and waste and it shows. They also eagerly participate in all kinds of schemes like a day without disposable packaging or 'return and earn', where you pay for recyclable bottles and bring them back to collection points to get your money back. Seems bothersome to an outsider, but it does help to save truckloads of waste. Education is key I guess.

Speaker C: My company rents offices in the downtown business centre where everyone who wants to be anyone has their headquarters. Needless to say, come noon all these smartly dressed people pour out onto the streets looking for nourishment in the local bars and fast food trucks that orbit around in search for customers. One of the bar owners, seeing the trash they leave behind started campaigning for them to bring their own lunchboxes. It's ingenious, but I'm sorry to admit I was the first one to laugh at him since I know these business people's mindset, which is, roughly speaking "Let me pay for my convenience. Just put it on my credit card." But he was astoundingly relentless, putting up pictures of 'before and after' lunch and slowly but surely more and more people started to see the point of it and amazingly it is now an established thing. And all because of the commendable determination of one person.

Speaker D: I just heard on the news that the government is introducing harsher fines for littering in public forests and forcing the rubbish collecting companies to lower the fees for their services. They'll subsidise them or something so as not to aggravate them by lowering their income. Well, that's fantastic. Add that to a long list of schemes, projects and laws they have under their belt and we should be the greenest country in the world. My take on it though is that it's about people's mindset. If they want to save this planet, they'll do it on their own accord. But if they fail to see the point of their actions then it's no use expecting them to abide by all these rules they deem empty or even ridiculous or detached from reality.

Strona 44 ćwiczenie 1 02

The City Council has forbidden the use of e-scooters in the city centre. We asked what our listeners thought of this idea.

Speaker A: I'm all for it. Those things are an absolute nightmare for pedestrians like me. They whiz along the pavements at breakneck speed, with barely a thought for the poor folk who are trying to get from A to B under their own steam. The drivers seem to be under the mistaken assumption that all they need to do is ring a bell and we'll obediently leap out of their way. But as far as I'm concerned, we have a much greater right to be there than they do. To make matters worse, I usually wear my headphones while out for a stroll through the city park so as to catch up on my favourite podcasts, so I tend to be blissfully unaware of any electric vehicles haring up behind me. How I've managed to avoid getting run over so far is beyond me, but it's surely only a matter of time. So good riddance to them is what I say.

Speaker B: I must say I'm a little disappointed that it's come to this. For me, e-scooters are a way of life. Since they were introduced a few years ago, I've been able to leave my car at home and commute to the city centre and back in a much more environmentally friendly manner. E-scooters produce no exhaust fumes and they don't clog up the roads, unlike pretty much every other means of transport. Given that I used to waste a colossal amount of time sitting in traffic jams, I reckon that e-scooters have dramatically shortened my journey times, especially during rush hour, which is tremendous. So it's totally gutting that e-scooters are to be banned and I'm going to have to go back to my old way of getting around. Of course, I know I could also consider cycling to work, which is certainly the cheapest option, but having arrived at the office completely soaked in sweat a few times, I realise it just isn't a feasible alternative.

Speaker C: What really gets me about e-scooters is the way users simply leave them wherever their journey comes to an end, be that a crowded pavement or the middle of a flower bed. As a result, you can't walk two paces in our city without tripping over a discarded scooter. Is it really so difficult for the users to stand them tidily out of everyone else's way? Even better, they ought to be forced to park these confounded machines in a designated parking area. But I suppose that would be out of the question for the companies that provide this so-called service, because it would take too much effort and seriously eat into their profit margins. Don't get me wrong, I'm not against alternative forms of transport in principle, and I even had a go on an e-scooter myself once, which was a pretty terrifying experience that I'm not keen to repeat! But I do put my foot down when it comes to creating a health hazard for pedestrians by leaving them lying around – not to mention an appalling eyesore.

Speaker D: To be honest, I can see where this hostility is coming from, but I can also appreciate their value to commuters, in terms of convenience and comfort. I'm on a tight budget, so I primarily use public transport to make my way around town, which is far from ideal but generally tolerable – apart from those days when your bus doesn't show up, or when you're all crammed into a tiny space with hundreds of other commuters. But when the weather's good, it does make a pleasant change to hop on an e-scooter. So I think the local council has gone a bit too far with this ban. Surely it's just a matter of regulating e-scooters more intelligently, in terms of imposing speed limits to reduce the risk of collisions and providing sufficient parking spaces rather than doing away with them outright. If I were in charge, that's what I'd propose, at least.

Audioskrypt

▶ AUDIO 03
▶ AUDIO 04

Strona 44 ćwiczenie 2 03

I'm joined today by Dr Carla O'Brien, an expert in longevity. What can you tell us about the ageing process?
Well, for a long time it was assumed that your lifespan, and your health as you grew older, was pretty much beyond your control. Of course, you can increase your life expectancy by avoiding unhealthy behaviour, adopting an active lifestyle and eating a balanced diet, which was the focus of some of my own early research. But the idea that psychology could also play a part was pretty much beyond the pale. The mind was always considered separate from that physical world. But increasingly, scientists are coming round to the idea that your mindset and attitudes can have an impact too, in terms of keeping you alive and healthy for longer, which is what my current research addresses. Of course, many other factors come into play, such as accidents, illnesses and genetics, so there's a limit to the extent to which a positive attitude can overcome those things. But nonetheless, it would be unwise to write it off completely.
Is there any research to back up these claims?
Sure. The earliest experiments in this field were conducted by a psychologist called Ellen Langer of Harvard University in 1979. She took a group of people in their 70s and 80s to an isolated building for a week of luxury and relaxation. Before their arrival, she'd set it up so as to evoke the 1950s, including the music playing in the background, the films that were shown and even the building's décor. She wanted to create the subconscious impression that it was 20 years earlier than it was, to see if she could subtly make the participants feel 20 years younger. Twice a day she told them to discuss events of the late 50s in the present tense, as if they were happening there and then. And she created a sense of independence by, for example, not providing helpers to carry heavy bags to the participants' rooms. The results were stunning: 63% of them showed significant improvement in cognitive tests over the week. They also saw physical changes, with more flexible joints, more dexterous hands and lower inflammation from arthritis.
Have these results been replicated in other experiments?
Absolutely. Research by Becca Levy, at the Yale School of Public Health, used data from the Ohio Longitudinal Study of Aging and Retirement, which followed the same group of 1,000 older people from 1975 onwards, year after year, until they died. When the survey started, the average age of the participants was 63. At that point, they were asked to complete a questionnaire to describe their attitudes to ageing, by agreeing or disagreeing with statements like "As you get older, you are less useful".
23 years later, in 1998, Levy used the results of that questionnaire to assign the participants to two groups, according to their attitudes towards ageing. She then correlated those groupings with other data to determine whether the members were still alive at the time of her own study, and if not, the age at which they had died. Remarkably, Levy found that half the people in the group with negative views on ageing had died within 15 years of completing the survey, while 50% of the people from the more positive group were still alive after 22.6 years. In other words, that difference in attitude had somehow led to a seven-and-a-half-year gap in life expectancy.
Isn't it possible that some people's negative attitude was caused by ageing and not the other way around?
Well, like all good scientists, Levy knows that correlation doesn't prove causation. So she took great care to control her data for other factors that are known to affect longevity, including health and socioeconomic status at the start of the survey, and feelings of loneliness. Even more remarkably, Levy has found a correlation between people's attitude to ageing in their mid-30s and their susceptibility to cardiovascular disease up to 38 years later! In other words, if you believe that old people are useless, even when you're still young yourself, it can take years off your life. Conversely, it seems clear that if you approach ageing as an opportunity for personal growth and new experiences, you can expect a longer and happier retirement.

Strona 45 ćwiczenie 3 04

For this week's podcast, I'm interviewing Kingsley Ellis, a successful illustrator and cartoonist. Can you explain the difference between being an illustrator and being a cartoonist?
Obviously they both involve drawing pictures to convey an idea, so the finished result might look identical. But when I'm in illustrator mode, I'm working with another person's ideas and trying to express them visually. But as a cartoonist, I have to come up with my own inspiration from scratch, so it's 90% thinking, and only 10% drawing. It's exhausting but I prefer it because it feels so liberating.
What attracted you to this profession?
I was never really into art and drawing as a child. I used to draw silly sketches, but nobody would have said that I had any talent. I actually started out as a comedian, because I was good at coming up with jokes. But I'm also something of an introvert, so I'd never have made it in stand-up. I'm also pretty impatient – I struggle to stay focused more than a few hours, so I found I wasn't suited to writing longer narratives. And that's how I ended up as a cartoonist, because I can get a joke down on paper quickly and move on to the next thing.
Where do you get your ideas for cartoons from?
I tend to sit down at my desk and just doodle away for hours, allowing my mind to wander, and seeing what comes out. I'm always on the look-out for something funny, or at least with the potential to become funny. Once I've got some usable ideas like that, I'll try to work up the best of them in rough sketches. Some days I just draw a blank but on a good day I can generate half a dozen usable sketches.
And what happens to those sketches?
I send them off to my editor, in batches of ten or so, so she can choose the best one or two to take to the next stage. It's quite demoralising when such a large proportion of your work gets rejected, but that's the nature of the business. In the old days, I used to take my sketches into her office and watch as she flicked through them, spending a fraction of a second on each one, looking for something that caught her eye. But I found that experience so traumatic that I do it all via email nowadays. I've trained myself to ignore the constant rejection and focus on the positives.
It sounds like hard work.
Not really. Like any other job, there are dull and annoying parts, but the positive aspects more than make up for those. I love taking an idea that's been accepted for publication and spending hours or even days making it beautiful or powerful. That kind of creativity is incredibly satisfying. I've also heard that many readers of those publications have become fans of my work, which is weird but also gratifying. If I can bring a little humour into people's lives and hopefully draw their attention to something important in the process, then I'm happy.

Macmillan Polska Sp. z o.o.
Al. Jerozolimskie 146 A
02-305 Warszawa

A division of Macmillan Education Limited

Companies and representatives throughout the world

Kompendium do matury dwujęzycznej
ISBN 978-83-8152-667-8

Text and design © Macmillan Education Limited 2022
Written by Joanna Sobierska-Paczesny, Jeremy Day

The authors have asserted their right to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2022

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Pracownia DTP Aneta Osipiak-Wypiór
Cover design by Studio Muffi and Pracownia DTP Aneta Osipiak-Wypiór

Authors' acknowledgements
Joanna Sobierska-Paczesny: To my husband – I couldn't have done it without your love, support and patience. I would also like to express my immense gratitude to my editor whose ideas and support are always invaluable help.

The authors and publishers would like to thank the following for permission to reproduce their photographs:
iStock pp 10, 11, 14, 15.

The authors and publishers are grateful for permission to reprint the following copyright material: *Parking mad: UK man completes mission to park in every spot at local supermarket* used with permission from PA media, p 48. *'Culture is language': why an indigenous tongue is thriving in Paraguay* used with permission from The Guardian, p 49.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

The inclusion of any specific companies, commercial products, trade names or otherwise does not constitute or imply its endorsement or recommendation by Macmillan Education Limited.

Printed and bound in Poland

2026 2025 2024 2023 2022
10 9 8 7 6 5 4 3 2 1