PRZYKŁADOWY TEST W FORMACIE CAMBRIDGE · C1 ADVANCED (CAE)

C1 Advanced — test 1 do druku

Reading and Use of English · Writing · Listening · 126 pkt · 220 min. Test napisała redakcja zdaj-angielski.pl w formacie egzaminu — to nie jest oficjalny materiał Cambridge. **Nagrania do części Listening i wynik w skali Cambridge: zdaj-angielski.pl/darmowy-arkusz/cae**

Reading and Use of English

Part 1 (8 pkt)

Part 1. For questions 1.1–1.8, read the text below and decide which answer (A, B, C or D) best fits each gap.

BIRD BRAINS

For generations, calling someone a ‘bird brain’ was a handy way of suggesting they were not especially bright. Crows, ravens and their relatives, known collectively as corvids, have done much to turn that insult on its 1.1. _____. In laboratory tests they have solved puzzles that would 1.2. _____ many a five-year-old, such as bending a piece of wire into a hook to retrieve food from a narrow tube – a skill once regarded as the 1.3. _____ preserve of humans and great apes.

Perhaps more remarkable still is their memory for faces. In one long-running study, researchers wearing a particular mask briefly trapped a handful of crows before releasing them unharmed. The birds evidently 1.4. _____ a grudge: for years afterwards they scolded anyone wearing that mask, and the hostility spread to crows that had never been caught at all.

Given how much the birds appear to be capable of, it should 1.5. _____ as no surprise that some scientists now rank them alongside chimpanzees. Their brains are tiny, of course, but neurons are packed into them so densely that, neuron for neuron, many mammals 1.6. _____ in comparison.

None of this means that crows think as we do. By and 1.7. _____, researchers are wary of reading human motives into animal behaviour. Still, it 1.8. _____ to reason that a creature able to plan, remember and learn from others deserves rather more respect than the old insult allows.

1.1 A. side B. back C. head D. end

1.2 A. charge B. load C. weigh D. tax

1.3 A. sole B. lone C. single D. only

1.4 A. took B. bore C. made D. gave

1.5 A. arrive B. appear C. emerge D. come

1.6 A. fade B. dim C. pale D. wane

1.7 A. far B. large C. broad D. long

1.8 A. holds B. stands C. goes D. makes

Part 2 (8 pkt)

Part 2. For questions 2.1–2.8, read the text below and think of the word which best fits each gap. Use only ONE word in each gap.

READING THE HUMAN FACE

Point at something across the room and a dog will, more often than 2.1. _____, look where you are pointing. Chimpanzees, our closest relatives, generally do not; they tend to stare at your hand instead. This apparently trivial difference has become the focus 2.2. _____ a surprising amount of research.

One explanation is that dogs simply pick up the habit from their owners. Yet puppies only a few weeks old, which have had little contact with people, follow a pointing finger almost as reliably as adult dogs. This suggests that the ability is, at 2.3. _____ in part, inherited – the product of thousands of years in which dogs that understood humans stood a better chance of 2.4. _____ fed and sheltered.

Wolves raised by hand perform far worse, 2.5. _____ though they may have spent as much time with people as many pet dogs. And dogs do not merely follow our gestures; they seem to read our faces, too. Shown photographs of the same person smiling and frowning, many can tell the two apart, and some will hesitate to approach a bowl of food to 2.6. _____ their owner has just reacted with disgust.

Not 2.7. _____ researcher is convinced, however. Critics argue that the experiments reward dogs for watching humans closely, and that this tells us more about attention than about understanding. Whichever view turns 2.8. _____ to be correct, anyone who has tried to eat a sandwich in front of a dog will know how carefully they watch us.

Part 3 (8 pkt)

Part 3. For questions 3.1–3.8, read the text below. Use the word given in capitals in brackets to form a word that fits in the gap.

THE URBAN FOX

Few wild animals are as 3.1. _____ (DIVIDE) as the urban fox. To some residents it is a welcome glimpse of nature in the middle of the concrete; to others it is an 3.2. _____ (HYGIENE) pest that tears open rubbish bags and keeps the whole street awake with its screaming.

Foxes began moving into British suburbs in the 1930s, when the 3.3. _____ (WIDE) construction of low-density housing with large gardens created an almost ideal habitat. Today they are found in most cities, often living within a few metres of people who never see them.

Much of what people believe about them is, however, 3.4. _____ (FOUND). Urban foxes depend far less on raiding bins than is commonly supposed; research suggests that a 3.5. _____ (SUBSTANCE) proportion of their diet is food deliberately left out for them by residents. Nor are they the 3.6. _____ (FEAR) predators of popular imagination: attacks on people are extremely rare, and most foxes are distinctly wary of humans.

What is undeniable is that their lives are short. Relatively few survive into 3.7. _____ (ADULT), with road traffic responsible for most deaths. Attempts to remove them from particular areas have generally proved 3.8. _____ (PRODUCT), because new foxes quickly move into any territory that has been left vacant.

Wyrazy do przekształcenia

3.1. DIVIDE

3.2. HYGIENE

3.3. WIDE

3.4. FOUND

3.5. SUBSTANCE

3.6. FEAR

3.7. ADULT

3.8. PRODUCT

Part 4 (6 pkt)

Part 4. For questions 4.1–4.6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

4.1. As soon as the keeper had opened the gate, the dogs rushed out. (SOONER) No _____ the gate than the dogs rushed out.

4.2. 'You really should have your dog microchipped,' the vet told us. (URGED) The vet _____ our dog microchipped.

4.3. The birds' intelligence surprised me more than anything else. (WHAT) _____ the birds' intelligence.

4.4. We should have done something to protect the hedgehogs in our area long ago. (HIGH) It's _____ something to protect the hedgehogs in our area.

4.5. I'd prefer you not to feed the ducks bread. (RATHER) I'd _____ the ducks bread.

4.6. People say that wolves were brought back to the region in the 1990s. (SAID) Wolves _____ brought back to the region in the 1990s.

Part 5 (6 pkt)

Part 5. You are going to read an article in which a writer describes a summer spent volunteering at a hospital for wild animals. For questions 5.1–5.6, choose the answer (A, B, C or D) which you think fits best according to the text.

THE SUMMER I LEARNED TO LEAVE THINGS ALONE

I signed up to volunteer at the wildlife hospital for what I can now admit were not entirely noble reasons. I had just finished a book that had taken four years and had left me, as long projects do, unable to decide what to do with myself. A friend who had helped out there the previous year described it as 'the only place where nobody asks you how the writing is going'. That was recommendation enough.

The hospital occupies a converted barn at the end of a farm track, and on my first morning it was not at all what I had pictured. I had imagined something between a vet's surgery and a children's petting farm. Instead I found a cramped, humid room lined with plastic boxes, each with a handwritten card taped to the front: species, date admitted, weight, and a column of notes in several different hands. The smell, which nobody had thought to mention, was overwhelming. By lunchtime I no longer noticed it, which worried me more than the smell itself.

The manager, a former nurse called Gwen, gave me a single piece of advice before handing me a pair of gloves. 'Most of what you'll want to do,' she said, 'is wrong.' I took this for the kind of thing people say to unsettle beginners, and it was some weeks before I understood how literally she meant it. Every instinct I had – to talk soothingly to a frightened bird, to stroke a hedgehog that seemed distressed, to linger by a box to check that its occupant was all right – turned out to be a source of stress for animals that had evolved to regard humans as predators. The kindest thing, almost always, was to do the job quickly and go away.

This was harder than it sounds, and not only for me. Members of the public arrived throughout the day with animals in shoeboxes and carrier bags, and many of them were plainly hoping for something in return: a name to give the creature, a promise of updates, a chance to say goodbye when it was released. Gwen was unfailingly polite to them, and unfailingly firm. Wild animals, she would explain, are not pets, and the less they get used to people, the better their chances once they go back. I watched more than one finder leave visibly disappointed.

Not every admission, of course, was a genuine emergency. A large share of the young birds brought in had never needed rescuing at all. Fledglings spend several days hopping about on the ground before they can fly properly, watched over by parents who are rarely far away, and well-meaning walkers regularly scoop them up in the belief that they have been abandoned. Part of my job became answering the phone and talking callers out of 'saving' birds that were perfectly fine where they were. It was, I came to see, one of the most useful things I did all summer, and certainly the least glamorous.

There were losses, and I had not prepared myself for how many. Roughly a third of the animals that came in did not survive, usually because they had been injured too badly or found too late. The other volunteers coped in different ways. Some kept a careful tally of the releases and talked of little else; others, like Gwen, simply refused to dwell on individual cases. 'If you grieve for every one,' she told me, 'you'll last a month, and then who's going to feed the rest?' I thought this sounded harsh at the time. I now suspect it was the most compassionate thing anyone said to me all summer.

The release days made up for a great deal. Where possible, we took the hedgehogs back to the gardens they had come from, and there is something quietly absurd about standing in a stranger's flowerbed at dusk, watching a small animal you have weighed every morning for six weeks trundle off under a hedge without a backward glance. That indifference, I came to realise, was the whole point. It meant we had done our job.

I went back to my desk in September, and I have started a new book. I would like to say that the summer taught me something profound about nature, but the truth is more modest. It taught me that caring for something sometimes means resisting the urge to be thanked for it – a lesson I am still, I suspect, in the process of learning.

5.1. Why did the writer decide to volunteer at the hospital? A. She hoped it would give her material for her next book. B. She felt she ought to do something useful for her community. C. She liked the idea of a break from her usual concerns. D. She wanted to find out whether she could cope with working with animals.

5.2. What does the writer suggest about the smell in the hospital? A. It was harder to bear than the cramped conditions. B. She was uneasy at how quickly she stopped noticing it. C. Nobody else working there seemed to be aware of it. D. She felt she should have been warned about it in advance by her friend.

5.3. What did the writer eventually realise about Gwen's advice? A. It was meant to discourage volunteers who were not committed to the work. B. It applied mainly to people who had no medical training of any kind. C. It reflected mistakes Gwen herself had made when she was a beginner. D. It was a precise warning about her own natural impulses.

5.4. How did Gwen deal with members of the public who brought in animals? A. She let them choose names for the animals they had found. B. She was courteous but did not give in to their wishes. C. She criticised them for having disturbed wild creatures. D. She promised to keep them informed about how the animals were doing.

5.5. What does the writer say about the phone calls concerning young birds? A. Dealing with them was worthwhile even if it was unexciting. B. They took time away from animals in more urgent need of care. C. Callers were often unwilling to accept what she told them. D. Most of them concerned birds that had in fact been abandoned by their parents.

5.6. How does the writer now regard Gwen's remark about grieving? A. She still finds it unnecessarily harsh towards new volunteers. B. She believes it explains why so many volunteers left after a month. C. She thinks it described Gwen's own situation more than anyone else's. D. She considers it to have been an act of real kindness.

Part 6 (4 pkt)

Part 6. You are going to read four extracts from articles in which writers give their views on zoos. For questions 6.1–6.4, choose from the writers A–D. The writers may be chosen more than once.

Tekst A

It is easy to forget that several species exist today only because zoos bred them when they had vanished from the wild. Programmes of this kind are slow, unglamorous and expensive, and they deserve more credit than they receive. I am far less persuaded by the claim that zoos educate the public. Studies of visitor behaviour suggest that most people spend well under a minute at each enclosure and leave knowing little more than when they arrived. Nor can I accept that every animal belongs in a zoo. Elephants walk many kilometres a day in the wild, and no enclosure, however generous, comes close to meeting their needs. The zoos of the future should be fewer, smaller and more specialised.

Tekst B

Zoos like to present themselves as arks, but the reality is less heroic. Only a tiny fraction of their budgets goes on breeding endangered species, and of the animals they do breed, very few are ever returned to the wild. The money would achieve far more if it were spent protecting habitats. That said, I would not close them. I have watched groups of schoolchildren stand in front of a gorilla in complete silence, and I am convinced that such moments create a lifelong concern for wildlife that no documentary can match. And the standard of care has risen enormously; the bare concrete cages I remember from my own childhood have largely disappeared, replaced by enclosures designed with the help of animal behaviour specialists.

Tekst C

Critics of zoos often seem to be arguing with institutions that no longer exist. Most animals in a modern, well-run zoo are healthy, live longer than their wild counterparts and show few of the signs of stress that were once common. Zoos have also played a genuine part in saving species: without captive breeding, several frogs and birds that are now recovering in the wild would simply have disappeared. Where I part company with their defenders is over education. A family day out, with ice cream and a gift shop at the end of it, is not a lesson in biology, and it is wishful thinking to pretend that most visitors absorb anything about conservation. Zoos would do better to admit this and argue their case on other grounds.

Tekst D

Anyone who believes that zoos are pointless should look at the species they have rescued from the very edge of extinction; the evidence on that score is hard to dispute. What troubles me is the suffering of the largest and most intelligent animals. Great apes, elephants and big cats are not designed for a life in a few hectares, however carefully planted, and the repetitive pacing many of them display tells its own story. Yet I would not want to lose the effect zoos have on the young. For a child growing up in a city, seeing a living tiger is an experience of a different order from seeing one on a screen, and it can shape a whole life.

6.1. Which writer has a different view from the others about the contribution zoos make to saving species?

6.2. Which writer shares writer A's view about what visitors learn at zoos?

6.3. Which writer expresses a similar opinion to writer D about keeping large animals in captivity?

6.4. Which writer shares writer B's opinion about the impact zoos can have on children?

Part 7 (6 pkt)

Part 7. You are going to read an article about dogs trained to detect disease. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (7.1–7.6). There is one extra paragraph which you do not need to use.

THE NOSE KNOWS

On a quiet industrial estate on the edge of the city, a black Labrador called Pip is working her way along a row of eight metal stands. At each one she pauses, lowers her nose to a small pot and moves on. At the sixth, she stops, sits down and stares fixedly at her trainer. Somewhere behind the wall, a computer records the result: correct.

7.1. _____

Claire Hutton, who runs the centre, came to the work by an unusual route. For fifteen years she was a nurse on a cancer ward, and she admits that she was dismissive when a colleague first showed her a newspaper story about a dog that had repeatedly sniffed at a mole on its owner's leg – a mole that turned out to be malignant.

7.2. _____

The science, it turns out, is less mysterious than it first appears. Many diseases alter the chemistry of the body in ways that change the mixture of substances given off in breath, sweat and urine. A dog's sense of smell is thought to be tens of thousands of times more sensitive than ours – sensitive enough to detect some of those substances at concentrations equivalent to a teaspoon of sugar dissolved in two Olympic swimming pools.

7.3. _____

Not every dog makes the grade. Claire looks for animals that are curious, motivated by food and, above all, persistent – the kind of dog, she says, that will spend twenty minutes trying to get a ball out from under a sofa. Breed matters less than people assume; some of her best detection dogs began life in rescue centres.

7.4. _____

Even the most talented dog has limitations, however, and Claire is careful not to overstate what they can do. Dogs have off days, just as people do. They get bored, tired and distracted, and a dog that is right nine times out of ten in the training room may perform rather worse in a busy hospital corridor.

7.5. _____

That work is already under way, in collaboration with two universities, though progress has been slower than anyone hoped. The chemical signature of a single disease may involve hundreds of compounds, and the dogs, frustratingly, cannot tell the scientists which ones they are noticing.

7.6. _____

As the session ends, Pip is rewarded with a handful of cheese and a game of tug-of-war, which she clearly regards as the main event. Claire watches her with evident affection. ‘People ask whether she knows she's helping to save lives,’ she says. ‘Of course she doesn't. She thinks she's playing. That's exactly why it works.’

Fragmenty do wyboru

A. Turning that sensitivity into something reliable, however, is painstaking work. Each dog needs between six months and a year of daily sessions, and every one of them is built around play. The dog is never punished for a mistake; it simply misses out on its reward, and learns, over thousands of repetitions, which smell is worth sitting down for.

B. Each of the pots contains a sample of urine. Seven come from healthy volunteers; one comes from a patient with prostate cancer. Pip has never met any of them, and nor has the trainer beside her, who does not know which pot is which – a precaution designed to stop the dog picking up unconscious signals from the person holding her lead.

C. It was this second trial, filmed by a television crew from start to finish, that finally persuaded the hospital's managers to send samples. Until then they had politely turned down every request, worried, Claire suspects, about being associated with something that still struck many doctors as little more than a fairground trick.

D. For that reason, she does not expect dogs ever to replace conventional tests. The real prize lies elsewhere: identifying precisely which chemicals the animals are responding to, so that machines – so-called electronic noses – can be built to detect them, tirelessly and in every clinic.

E. What changed her mind was not the story itself but the response to it. The newspaper received dozens of letters from readers describing almost identical experiences. 'You can dismiss one anecdote,' she says. 'It's a lot harder to dismiss two hundred.' Within a year she had left nursing to train her first dog.

F. In the meantime, the dogs have found a role in which no machine is needed. Several now live with people who have type 1 diabetes, alerting them to dangerous changes in their blood sugar, often before any symptoms appear. 'Nobody has to explain to those families what a dog can do,' says Claire.

G. Pip herself very nearly failed. As a young dog she was so easily distracted that two trainers recommended she be rehomed as a pet. What saved her was an afternoon when she refused to leave a hidden toy alone, digging at the same corner of the garden for the best part of an hour.

Part 8 (10 pkt)

Part 8. You are going to read an article in which five people describe working with animals. For questions 8.1–8.10, choose from the people (A–E). The people may be chosen more than once.

Tekst A

Tom, farrier

I shoe horses for a living, as my grandfather did, and people are often surprised that it's still a full-time trade. It's hard on the body, though. Most farriers I know have a bad back by the time they're fifty, and I spend a fair amount of my earnings on a physiotherapist. The horses are rarely the problem. Even a nervous one will usually settle if you're calm and patient. The owners can be another matter – some hover over you, questioning every nail, and a few have clearly read one article online and decided they know more than someone who's been doing this for twenty-five years.

Tekst B

Marta, falconer

I fly hawks and falcons at a regional airport. Their job is to keep flocks of gulls and pigeons away from the runways, because a bird sucked into an engine can bring down an aircraft. Most passengers have no idea that's a risk, let alone that someone like me is out there at dawn dealing with it. The birds are trained, not tamed, and that's an important difference. Every time I release one, there's a chance it'll decide it prefers its freedom. I've lost two in eleven years. You never quite get used to watching an empty sky, waiting for something that isn't coming back.

Tekst C

Dev, veterinary nurse

I work at a clinic that treats exotic pets – snakes, lizards, parrots, even the occasional tarantula. Very little of this was covered in my training, which was almost entirely about cats and dogs; nearly everything I know I picked up from the senior vet and from years of watching. What worries me is how easily these animals can be bought. People see a bearded dragon in a shop, take it home the same afternoon, and only discover months later that it needed special lighting and a carefully controlled temperature. By the time they come to us, the damage is often done.

Tekst D

Hannah, wildlife camera operator

People imagine my job is one thrilling encounter after another. In reality, I might spend three weeks in a hide and come home with forty seconds of usable film. Most of the time nothing happens, and you have to be the kind of person who can live with that. There's one rule I never break: I don't interfere. I've watched a young seal being abandoned by its mother, and it was horrible, but stepping in would have been wrong. I've also lost what might have been the best shot of my career because getting it would have meant disturbing a nesting bird.

Tekst E

Joe, guide dog trainer

Each dog lives with me and my family for the last few months of its training, so it's part of the household by the time it's ready. Then it goes off to a new owner, and that never gets easier, however many times you do it. Not every dog makes it through. People assume the cleverest dogs make the best guides, but intelligence matters less than temperament. A dog that's brilliant but easily excited is no use to someone who's blind; what you need is one that stays calm when a lorry roars past or a child drops an ice cream at its feet.

8.1. Which person is concerned that some people take on animals without understanding their needs?

8.2. Which person mentions the physical toll that their work takes?

8.3. Which person has to part with animals after becoming attached to them?

8.4. Which person deals with a danger that the public is largely unaware of?

8.5. Which person says that most of their working time produces nothing they can use?

8.6. Which person finds the people they deal with more difficult than the animals?

8.7. Which person learned most of what they know informally rather than through their training?

8.8. Which person corrects a mistaken belief about which animals are best suited to a role?

8.9. Which person describes the anxiety of waiting for an animal that may not return?

8.10. Which person has sacrificed a professional opportunity in order to follow a principle?

Writing

Part 1 (20 pkt)

Part 1. Your class has attended a lecture on wildlife in towns and cities. You have made the notes below:

Ways of making cities better places for wildlife:
• protecting green spaces from development
• changing the design of buildings and gardens
• involving local residents

Some opinions expressed in the lecture:
'Once a green space is built on, it's gone for ever.'
'Every new building could be a home for birds and insects – if architects thought about it.'
'Nothing changes unless people on the street actually care.'

Write an essay discussing TWO of the ways in your notes. You should explain which way you think would be more important in making cities better places for wildlife, giving reasons in support of your answer. You may, if you wish, make use of the opinions expressed in the lecture, but you should use your own words as far as possible. Write 220–260 words.

Which of the ways in your notes would be more important in making cities better places for wildlife? Discuss TWO of:

- protecting green spaces from development
- changing the design of buildings and gardens
- involving local residents

Długość: 220–260 wyrazów.

Part 2 (20 pkt)

Part 2. You see this announcement on a website about nature and the outdoors:

REVIEWS WANTED: NATURE ON SCREEN
Have you watched a wildlife documentary series recently? Send us a review. Tell us what the series is about and what makes it different from other programmes of its kind. Would you recommend it to people who are not especially interested in nature? The best reviews will be published on our website.

Write your review. Write 220–260 words.

Write a review of a wildlife documentary series for a website about nature and the outdoors.

- what the series is about
- what makes it different from other programmes of its kind
- whether you would recommend it to people who are not especially interested in nature

Długość: 220–260 wyrazów.

Listening

Part 1 (6 pkt)

Part 1. You will hear three different extracts. For questions 11.1–11.6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

11.1. You hear two friends talking about adopting a dog. What surprised the man about the adoption process? A. how long it took to find a suitable dog B. how thoroughly his home was checked C. how much he was asked to pay

11.2. What is the man's complaint about the rescue centre? A. It did not explain its requirements early enough. B. It asked questions that were too personal. C. It refused to let him choose the dog himself.

11.3. You hear part of an interview with a wildlife photographer. What does she say about her best-known photograph? A. It took her several days to plan. B. It required a great deal of technical skill. C. It owed more to chance than to ability.

11.4. What is her attitude to the use of drones and remote cameras? A. She fears they may stop photographers understanding animals. B. She considers them an unfair advantage. C. She thinks they produce better results than traditional methods.

11.5. You hear two students discussing a lecture about animal emotions. What is the man's view of the study with the rats? A. It was too small to be taken seriously. B. Its results could be explained in another way. C. It was described inaccurately by the lecturer during the talk.

11.6. Why does the man decide to listen to the lecture again? A. He wants to check the details of the experiment. B. He hopes to find evidence for his own opinion. C. He may have missed part of what the lecturer said.

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Part 2 (8 pkt)

Part 2. You will hear a woman called Rosie Kerr talking about her work as a volunteer on an island where seabirds nest. For questions 12.1–12.8, complete the sentences with a word or short phrase.

Usłyszysz wystąpienie Rosie Kerr, która co lato liczy maskonury jako wolontariuszka na szkockiej wyspie.

12.1. Rosie found out about the volunteer post from an advert in a 12.1. _____ .
12.2. The volunteers live in a building that used to be the island's 12.2. _____ .
12.3. In reality, fresh food is delivered every 12.3. _____ .
12.4. Instead of counting the birds, the volunteers count 12.4. _____ .
12.5. To find out whether a nest is in use, volunteers now use a small 12.5. _____ .
12.6. Rosie says the puffins are mainly threatened by a lack of 12.6. _____ .
12.7. What surprised Rosie most was how 12.7. _____ the puffins are.
12.8. Rosie advises future volunteers to bring 12.8. _____ .

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Part 3 (6 pkt)

Part 3. You will hear an interview in which an animal behaviour scientist, Ruth Okafor, and a sheep farmer, Gareth Lloyd, talk about dogs and the way they communicate with people. For questions 13.1–13.6, choose the answer (A, B, C or D) which fits best according to what you hear.

13.1. Why did Gareth begin training his own dogs? A. His father encouraged him to learn the skill. B. He could no longer afford to buy trained ones. C. He disagreed with the methods of a local trainer. D. He wanted to take part in sheepdog competitions.

13.2. What does Ruth say about dogs that appear to understand many words? A. They have been trained using unusual methods. B. Their abilities have been exaggerated by researchers. C. They are more common than people realise. D. They are not typical of how dogs usually understand us.

13.3. What made Gareth change his approach to training? A. a dog that stopped responding to him B. a course he attended on new methods C. criticism from other farmers in the valley D. research he read about rewards

13.4. Ruth and Gareth agree that many problems with pet dogs are caused by A. owners who are too strict with them. B. a lack of contact with other dogs. C. not giving them enough to occupy their minds. D. living in houses or flats that are too small for them.

13.5. What does Gareth value most about sheepdog trials? A. the satisfaction of winning B. the chance to test his dogs under pressure C. meeting other farmers socially D. learning from other handlers

13.6. What does Ruth want dog owners to do? A. pay more attention to their dogs' body language B. talk to their dogs more often C. take growling and other warning signs more seriously D. seek professional advice sooner

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Part 4 (5 pkt)

Part 4 — Task One. You will hear five short extracts in which people talk about an unexpected encounter with a wild animal. For questions 14.1–14.5, choose from the list (A–H) what each speaker was doing when the encounter happened. Use the letters only once. There are three extra letters which you do not need to use.

Pięć osób opowiada o nieoczekiwanym spotkaniu z dzikim zwierzęciem — co robiły, gdy do niego doszło.

A. When the encounter happened, the speaker was running in a park

B. When the encounter happened, the speaker was walking a dog

C. When the encounter happened, the speaker was travelling home by car

D. When the encounter happened, the speaker was teaching a class outdoors

E. When the encounter happened, the speaker was swimming in the sea

F. When the encounter happened, the speaker was sleeping in a tent

G. When the encounter happened, the speaker was taking photographs

H. When the encounter happened, the speaker was working in the garden

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Part 5 (5 pkt)

Part 4 — Task Two. Listen to the same five extracts again. For questions 15.1–15.5, choose from the list (A–H) what effect the encounter has had on each speaker. Use the letters only once. There are three extra letters which you do not need to use.

Te same nagrania — jaki skutek miało to spotkanie dla każdego z mówców.

A. Since the encounter, the speaker has taken up a new hobby

B. Since the encounter, the speaker sees their own surroundings in a new way

C. Since the encounter, the speaker has become more careful

D. Since the encounter, the speaker has moved to a different area

E. Since the encounter, the speaker has become involved in a campaign

F. Since the encounter, the speaker is more sceptical of what they are told

G. Since the encounter, the speaker has written about the experience

H. Since the encounter, the speaker has overcome a fear

🎧 Nagranie: zdaj-angielski.pl/darmowy-arkusz/cae

Klucz odpowiedzi

Reading and Use of English

Part 1: 1.1 C, 1.2 D, 1.3 A, 1.4 B, 1.5 D, 1.6 C, 1.7 B, 1.8 B

Part 2: 2.1 not, 2.2 of, 2.3 least, 2.4 being, 2.5 even, 2.6 which, 2.7 every, 2.8 out

Part 3: 3.1 divisive, 3.2 unhygienic, 3.3 widespread, 3.4 unfounded, 3.5 substantial, 3.6 fearsome, 3.7 adulthood, 3.8 counterproductive

Part 4: 4.1 sooner had the keeper opened; 4.2 urged us to have; 4.3 what surprised me most was; 4.4 high time we did; 4.5 rather you didn't feed; 4.6 are said to have been

Part 5: 5.1 C, 5.2 B, 5.3 D, 5.4 B, 5.5 A, 5.6 D

Part 6: 6.1 B, 6.2 C, 6.3 A, 6.4 D

Part 7: 7.1 B, 7.2 E, 7.3 A, 7.4 G, 7.5 D, 7.6 F (extra: C)

Part 8: 8.1 C, 8.2 A, 8.3 E, 8.4 B, 8.5 D, 8.6 A, 8.7 C, 8.8 E, 8.9 B, 8.10 D

Writing

Writing oceniasz w 4 kryteriach Cambridge (Content, Communicative Achievement, Organisation, Language, po 0–5 pkt). Przykładowe odpowiedzi i samoocena — w teście online.

Listening

Part 1: 11.1 B, 11.2 A, 11.3 C, 11.4 A, 11.5 B, 11.6 C

Part 2: 12.1 birdwatching magazine, 12.2 lifeboat station, 12.3 fortnight, 12.4 burrows, 12.5 camera, 12.6 sand eels, 12.7 noisy, 12.8 waterproof trousers

Part 3: 13.1 B, 13.2 D, 13.3 A, 13.4 C, 13.5 D, 13.6 A

Part 4: 14.1 E, 14.2 A, 14.3 C, 14.4 H, 14.5 F (extra: B, D, G)

Part 5: 15.1 H, 15.2 C, 15.3 E, 15.4 B, 15.5 F (extra: A, D, G)

Przeliczenie punktów na skalę Cambridge: zdaj-angielski.pl/cae/wynik · test online z nagraniami: zdaj-angielski.pl/darmowy-arkusz/cae

