

## ROZUMIENIE TEKSTÓW PISANYCH

### Wielokrotny wybór

► Strategie s. 222

#### 1 Opiszcie w parach ilustracje i odpowiedzcie na poniższe pytania.

- 1 If you wanted to take a long trip alone, which form of transport would you use? Why?
- 2 What dangers or challenges might you face on your journey?



#### 2 Przeczytaj szybko poniższy artykuł i zakreśl właściwą odpowiedź: tak (T), nie (N) lub brak danych (BD). Podkreśl w tekście fragmenty, na podstawie których zaznaczyłeś/zaznaczyłaś odpowiedź.

- 1 Mark Beaumont was born in Scotland. T / N / BD
- 2 He is in the *Guinness World Records* book. T / N / BD
- 3 He began his trip around the world in the UK. T / N / BD
- 4 He was seriously injured during his trip. T / N / BD
- 5 Finding suitable food was easy. T / N / BD
- 6 He wanted people to know about his trip. T / N / BD

#### EXAM TIP

Zwróć uwagę, że zadania sprawdzające umiejętność rozumienia tekstów pisanych mogą wymagać nie tylko znalezienia szczegółowych informacji, lecz także np. określenia głównej myśli całego tekstu. Pytanie 6. z ćw. 3 sprawdza tę właśnie umiejętność.

SCOTTISH cyclist Mark Beaumont, who was born in 1983, showed a talent for sports at an early age. He completed his first long-distance bike ride at the age of twelve when he rode from John O'Groats at the top of Scotland, all the way down to Land's End in the south of England. Then, on 15 February 2008, Beaumont raised £18,000 for charity, and entered the *Guinness World Records* book, when he became the fastest person to cycle around the world. He completed his trip in 195 days and 6 hours, beating the record of 276 days, which had previously been set by another British man, Steven Strange.

Beaumont's trip began and ended in Paris and took him through twenty countries across Europe, the Middle East, India, Asia, Australia and North America. The speed of his journey was amazing. It took him only four hours to cross Holland and just three hours to cross Germany. He cycled across four American states in two days.

But Beaumont's trip included some unexpected problems. As well as his bike, Beaumont carried 80 kilograms of equipment that included a tent, tools and cameras. He had his wallet and camera stolen when he was staying in a motel in the USA. He came down with food poisoning in Lahore and was knocked off his bike in Louisiana by a motorist. He even had to change routes when he was crossing into Malaysia to escape the violence that was taking place in southern Thailand.

One of Beaumont's other problems was food. He had to eat around 6,000 calories a day in order to keep up his



**3 EXAM TASK** Przeczytaj poniższy tekst i odpowiedz na pytania (1–6). Zakreśl literę A, B, C lub D.

- 1 What does the writer say about Mark Beaumont's round-the-world trip?  
A It's the second time he's beaten the same record.  
B He beat the world record by 195 days.  
C His trip broke a world record.  
D He had never done a long-distance ride before.
- 2 How long did Beaumont spend in the countries he visited?  
A a few days  
B different amounts of time  
C half a day  
D from three to four hours
- 3 Which of these problems did Beaumont manage to avoid?  
A an accident  
B illness  
C crime  
D war
- 4 Eating was problematic because  
A he couldn't always get enough calories.  
B he couldn't carry any tins.  
C he didn't want to eat any fast food.  
D he refused to eat meat.
- 5 Why were there so many people at the finishing line?  
A They were there to see the British Ambassador.  
B They had read about Beaumont online.  
C They were there to meet a famous writer.  
D They were taking part in another race.
- 6 What should be the title for the article?  
A How not to travel around the world  
B Cycling challenges and triumphs  
C The fastest man on earth  
D A European cycling adventure

energy levels, which was often difficult to do. It meant that even though he is a vegetarian, he was forced to sometimes eat meat. In the Australian outback, where there are few shops, he often didn't have enough proper food, so he had to eat chocolate bars and tins of baked beans instead. In both Australia and the USA, it was hard to avoid junk food – not an ideal diet for a long-distance cyclist!

When Beaumont left Paris on 5 August 2007 to start his journey, only a small crowd was there to see him off. However, Beaumont kept a blog while he was travelling, so that people could follow his journey. More and more people followed his blog, with the result that on his return, thousands of people, hundreds of media representatives, and even the British Ambassador to France, gathered to welcome him back.

**4** Odpowiedzcie w parach na poniższe pytania.

- 1 Why do you think people go on expeditions around the world?
- 2 Would you like to go on a similar kind of journey to the one described in the article? Why/Why not?

**Wyrażenia z przymkami**

**5** Uzupełnij zdania przymkami z ramki. Niektóre wyrażenia przymkowe znajdziesz w tekście z ćw. 3.

in (x5) on along at (x2) around from through towards across to

- 1 People tend to think the weather \_\_\_\_\_ the south is always warm, but the climate \_\_\_\_\_ the South Pole is the coldest on Earth.
- 2 He thought he could walk \_\_\_\_\_ the world \_\_\_\_\_ two years, but \_\_\_\_\_ the end it took him nearly three.
- 3 If the flight leaves \_\_\_\_\_ time, we should be \_\_\_\_\_ London \_\_\_\_\_ time for breakfast.
- 4 Jason rode his bicycle \_\_\_\_\_ London, where he lived, \_\_\_\_\_ the north of Scotland when he was only ten years old.
- 5 The racers ran \_\_\_\_\_ the tunnel, then followed the path \_\_\_\_\_ the riverbank and arrived \_\_\_\_\_ the finishing line.
- 6 As the first cyclist came \_\_\_\_\_ me, I got out my camera so I could get a shot of her coming \_\_\_\_\_ the finishing line.

**Czasowniki złożone z trzech części**

**6** Odszukaj w tekście z ćw. 3 czasownik *come down with*. Co on oznacza? Przetłumacz fragmenty zdań w języku polskim na język angielski. Wykorzystaj czasowniki złożone z ramki w odpowiedniej formie.

come down with come up with go along with run out of put up with

- 1 Can you \_\_\_\_\_ (wymyślić jakiś sposób) how to fix my bicycle without any tools? I forgot to bring them!
- 2 They \_\_\_\_\_ (skończyło się im) food during their hike, so they had to eat berries and roots to survive.
- 3 Susan \_\_\_\_\_ (zachorowała na) a serious disease shortly after she returned from her trip through the jungle.
- 4 I can't understand why you \_\_\_\_\_ (znosisz cały ten hałas) those kids make. Why don't you tell them to be quiet?
- 5 I didn't \_\_\_\_\_ (zgadzałam się z ich planem) to cycle through the mountains because I thought it was too dangerous.

## MÓWIENIE

### Rozmowa na podstawie ilustracji ▶▶ Strategie s. 212

6 Opisz ilustrację. Wykorzystaj wyrazy i wyrażenia z ramki.

crowded beach lifeguard beach umbrellas  
sunbathe and swim holiday apartments



7 1.40 Wysłuchaj uczennicy, która odpowiada na pytania egzaminującego i zanotuj jej odpowiedzi.

- 1 What kind of day do you think these people will have? \_\_\_\_\_
- 2 Do you enjoy holidays at the seaside? Why/Why not? \_\_\_\_\_
- 3 Tell me about a holiday you or your friend had in the mountains. \_\_\_\_\_

8 1.40 Wysłuchaj ponownie nagrania i zaznacz ✓ zwroty, których użyła uczennica.

#### USE IT!

##### Wyrażanie upodobań

I (really) like ...

I'm keen on ...

I love/adore ...

##### Wyrażanie antypatii

I don't (really like) ...

I can't stand ...

I hate/detest ...

##### Wyrażanie preferencji

I prefer ...

I like ... better than ...

9 Odpowiedzcie w parach na poniższe pytania. Wykorzystajcie zwroty z ramki z ćw. 8.

- 1 Do you like sightseeing? Why/Why not?
- 2 Which do you prefer: holidays in the city or in the country? Why?
- 3 Where would you prefer to stay: on a campsite or in a youth hostel? Why?
- 4 Do you enjoy buying souvenirs? Why/Why not?