

Material ćwiczeniowy zawiera informacje prawnie chronione do momentu rozpoczęcia diagnozy.

Material ćwiczeniowy chroniony jest prawem autorskim. Materiału nie należy powielać ani udostępniać w żadnej formie (w tym umieszczać na stronach internetowych szkoły) poza wykorzystaniem jako ćwiczeniowego/diagnostycznego w szkole.

WPISUJE ZDAJĄCY

KOD

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PESEL

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dyslekija

**MATERIAŁ ĆWICZENIOWY
Z JĘZYKA ANGIELSKIEGO**

POZIOM PODSTAWOWY

STYCZEŃ 2013

Instrukcja dla zdającego

1. Sprawdź, czy arkusz zawiera 11 stron (zadania 1. – 8.). Ewentualny brak zgłoś przewodniczącemu zespołowi nadzorującemu.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 20 minut.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
5. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
6. Na tej stronie i na karcie odpowiedzi wpisz swój kod i numer PESEL.
7. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem i zaznacz właściwe.
8. Tylko odpowiedzi zaznaczone na karcie odpowiedzi będą oceniane.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

**Czas pracy:
120 minut**

**Liczba punktów
do uzyskania: 50**

Zadanie 1. (5 pkt)

Usłyszysz dwukrotnie wypowiedź na temat pochodzenia chipsów ziemniaczanych. Zaznacz znakiem X, które zdania są zgodne z treścią wysłuchanego tekstu (T – True), a które nie (F – False). Za każde poprawne rozwiązanie otrzymasz 1 punkt.

		T	F
1.1.	The first potato chip was quite thick.		
1.2.	The name Saratoga Chips was not used outside the New York City region.		
1.3.	Shops started selling chips by the end of the 19th century.		
1.4.	First paper chip bags were made in workers' homes.		
1.5.	Americans spend \$6 billion a year on potato chips.		

PRZENIEŚ ROZWIAZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. (5 pkt)

Usłyszysz dwukrotnie pięć wypowiedzi na temat zainteresowań. Do każdej wypowiedzi (2.1. – 2.5.) dopasuj nagłówek podsumowujący jej treść (A – F). Wpisz rozwiązania do tabeli. Uwaga: jeden nagłówek został podany dodatkowo i nie pasuje do żadnej wypowiedzi. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

A.	TRY TO INVOLVE YOUR LOVED ONES	2.1.	
B.	DEVELOP YOUR INTERESTS OUTSIDE HOME	2.2.	
C.	HAVE A SUITABLE PLACE	2.3.	
D.	CONSIDER THE COSTS	2.4.	
E.	BREAK YOUR DAILY ROUTINE	2.5.	
F.	DISCOVER YOUR REAL SELF		

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Zadanie 3. (5 pkt)

Usłyszysz dwukrotnie wywiad z miłośnikiem jazdy na deskorolce. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B lub C. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

3.1. Nowadays skateboarding

- A. has become more dangerous.
- B. is developing quickly.
- C. has set new rules of skating.

3.2. Dave Ford practices skating

- A. every day.
- B. only at weekends.
- C. several times a week.

3.3. Apart from skateboarding, Dave

- A. makes things connected with skating.
- B. is studying graphic design at university.
- C. works in a big skate shop in Derby.

3.4. In 2005 “Hooked” organization was supposed to

- A. arrange some local events.
- B. teach skateboarding.
- C. sponsor a team of skaters.

3.5. The idea of building a skatepark in Derby came from

- A. Dave Ford and his friends.
- B. local authorities.
- C. people skating in the city centre.

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Zadanie 4. (7 pkt)

Przeczytaj tekst. Dobierz właściwy nagłówek (A–H) do każdego fragmentu tekstu. Wpisz odpowiednią literę w miejsca 4.1.–4.7. Uwaga: jeden nagłówek został podany dodatkowo i nie pasuje do żadnego fragmentu tekstu. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- | | |
|--------------------------------------|---|
| A. Be imaginative and creative. | E. Do not expect too much from your qualifications. |
| B. Discuss your salary. | F. Present a stable work history. |
| C. Admit your failures. | G. Do your best when employed. |
| D. Be truthful about your abilities. | H. Know what your employer does. |

4.1.

I have quite an unusual style of interviewing job candidates that has served me well over the past decade. First, I don't put much weight on CV except to look for a few things: Have the candidates jumped around from job to job? Or do they join businesses and stay? This is important because employees often changing jobs cost an organization a lot of money.

4.2.

To me, education level matters when candidates haven't had more than two to five years of job experience. After that, it's not so important. Also, the more well-known a candidate's school is, the more likely the person will look forward to getting promoted or receiving a higher salary. Of course, education does matter for positions that require a background in science or law.

4.3.

Once I begin the interview, I make it short. My interviews usually take only five to ten minutes. First, I ask why the person wants to work for my business. I want candidates to be well-informed about us! If they don't seem excited about our mission and vision – or worse, if they don't know what we deal with and applied only to get a better salary than elsewhere – the interview is over.

4.4.

Then I ask candidates to describe the biggest, most glorious mistake they have made in their business careers – including all of the details. I am still surprised that a lot of candidates think about it and then say they haven't made any major mistakes in their careers. To me this says that the candidates are either lying or don't take risks. Again, I can't pay money to passive employees.

4.5.

My final question tests a candidate's ability for solving problems. For example, I ask this: "Let's say we have to do a special promotion in a city 1000 miles away. You have ten days and a small budget of £1,000. How can you deal with it?" I don't expect a realistic answer, but most people asked about something unusual or exceptional end up saying, "it's not possible."

4.6.

Of course, we also ask candidates for necessary skills. Then we test what they have told us about their typing speed, formatting skills or Excel. We give them messy data and ask them to organize it into tables and graph it. If it is PowerPoint, we ask them to make a sample slide show. I have been disappointed more times than I can remember by people lying about what they can do.

4.7.

In my business I want to have people with passion – the biggest benefit employees can bring. I expect employees to show their engagement apart from the necessary knowledge and skills. But I sometimes make a mistake and don't choose well. If an employee just doesn't work out in the first few months, I believe in finishing the relationship quickly. In opposite case I give a pay rise.

adapted from <http://boss.blogs.nytimes.com>

PRZENIEŚ ROZWIAZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (6 pkt)

Przeczytaj tekst. Zaznacz znakiem X, które zdania są zgodne z treścią tekstu (T – True), a które nie (F – False). Za każde poprawne rozwiązanie otrzymasz 1 punkt.

“Want to try stealing flowers today?” Susan asked.

“No! I can’t steal!” replied Linda.

“Come on, it’s more fun,” Susan insisted.

“No, Susan. We can’t do that,” Linda said. “It’s a sin. We can’t pray with stolen flowers!”

“Why not?” Susan asked, shaking her head from side to side.

“We should remember what the priest said about stealing.” Linda replied.

“Why do you want to bring the priest into this? We’re just talking about the flowers.” Susan put her fists into her waist, waiting for a response.

“But if we steal the flowers, then we’ll break the rules! There is a right way to get flowers and a wrong way to do it.” replied Linda.

“How about this? If we steal the flowers, it’ll be so much quicker,” said Susan.

She was right about that bit at least. Half the time when the girls went flower gathering, they got nothing because nobody was home to ask.

The first three houses were easy. There were no gates and, more important, no dogs in the gardens. But the fourth presented problems. The largest one was a grandmother moving around in the house. They watched her for a few minutes, hidden behind a short hedge.

“OK, I’ll keep watching her. Susan, you get the flowers,” Linda said.

“No, you pick them and I’ll keep an eye on the old woman.” Susan pushed Linda away from her and onto the driveway. Linda ran across it and hid herself behind a tree. But the low, spread-apart branches and bunches of yellow blossoms provided very little cover for an eleven-year-old girl in a bright blue dress. She was standing helpless, all too visible.

“William, is it you?” shouted loudly the old lady in the house. She was looking out of the window, inspecting the garden.

“Yes, I’m coming Mrs Thorn! I’ve nearly finished!” shouted the gardener.

Susan was showing something wildly from behind the hedge, mouthing a word Linda could not understand. Run? Come?

“So how many of those flowers are stolen?” Linda suddenly heard a man’s strong voice from behind. A tall gardener was standing and looking down at her with amusement.

“I . . . I just . . . ,” she said, shaking with fear after being caught red-handed.

“You’re lucky this time. I won’t tell the priest. I could even pick some for you if you like.”

“No, please! Don’t pick the whole bunches! You’re wasting the flowers!”

“You’re wasting the flowers!” he mimicked. “So what? There are at least two hundred on this tree, and tomorrow, two hundred more! But you should have asked for them!”

Linda looked at the bunch he had picked off the tree for her: her favorite flowers, in all their golden sun-and-moon beauty.

“Thank you, I’ll never do that again,” she said over her shoulder and ran away.

adapted from *A Disobedient Girl* by Ru Freeman

	TRUE	FALSE
5.1.	Linda decided to go stealing without a doubt.	
5.2.	The grandmother’s garden was the first one the girls went to.	
5.3.	The tree in the garden was <u>not</u> a good hiding place.	
5.4.	The old woman realized someone strange was in her garden.	
5.5.	The gardener did <u>not</u> care much about the stolen flowers.	
5.6.	The text is about a crime that had serious consequences.	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPowiedzi!

Zadanie 6. (7 pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C albo D. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

WHEN SHOPPING IS A PROBLEM

Many people enjoy shopping, and for most, it is simply a pleasant part of everyday life. However, for some people the enjoyment becomes an uncontrolled obsession. Ironically, obsessive shopping is compared to other addictions. It does not, of course, ruin the addict's health in the same way as alcohol drinking or smoking but definitely there are some dangers posed by this kind of addiction.

There is a thin line between a person who likes to shop and a person who shops obsessively. Both types enjoy shopping very much. However, shopping addiction begins with buying of things a buyer does not need. This is shown when a person simply cannot stop buying even after promising themselves not to do so.

One of the problems shopping addicts face is connected with their family budget. If a shopaholic finds it hard to pay their bills, they tend to take out bank loans or apply for credit cards. Although such solutions seem to ease the pain of paying for household debts, they in fact make the addict spend more money and may put them at risk of bankruptcy. Obsessive shoppers fully realize this risk but as their credit cards give them an impression of not paying for things at all, they keep buying all kinds of items whether they are expensive or not.

For obsessive shoppers there is no need to plan a shopping trip around a mall to throw away a few pounds or to invent a pretext for that. But there are certain occasions which cause them to spend mindlessly particularly large sums. Any unexpected reception or family gathering immediately calls for a shopping trip. Even an evening chat at a friend's place makes the addict buy a new outfit to mark the occasion.

Almost all shopaholics believe that shopping will make them feel better, but in reality they end up more frustrated because of the growing bills. Then the only way to cheer themselves up is to buy more things. As this circle goes on, shopaholics feel guilty for spending the money.

In most cases the addicts don't require any special treatment and can cure themselves of their addiction. However, they must honestly accept that they have a problem because they tend to deny it. Then they have to stay away from shopping until their obsession passes. On the other hand, obsessive shopping can sometimes become much more serious if it is unnoticed by family members living with the addict. Shopaholics tend to thoroughly hide their addiction, so people living close to them may not simply realize the problem. Extreme cases of the addiction can lead to financial ruin, divorce or even minor offences. At that point, obsessive spending takes over the shopaholic's life and is impossible to stop without a specialist therapy.

Specialist therapies are guided by clinical psychologists and take two separate courses of action – medication or mediation. While the effects of new generation drugs are not very spectacular, talks produce most satisfying results when they address the areas of the addict's life that have been touched by the addiction. Additionally, to some extent, spending time with family or friends may also help control negative feelings, emotions and, most of all, forget the bad history. So far specialists have not combined both treatments.

All in all, it is important to treat shopping as part of everyday life and do not let it go beyond fun or routine.

6.1. According to the text shopping becomes an obsession when

- A. it is a highly enjoyable activity.
- B. a person buys unnecessary items.
- C. it starts to ruin a person's health.
- D. a person breaks promises given to others.

6.2. How do credit cards affect shopping addicts?

- A. They protect the addicts from bankruptcy.
- B. They help the addicts' pay off their debts.
- C. They raise their interest in expensive goods.
- D. They create an illusion that things cost nothing.

6.3. The author of the text says that obsessive shoppers

- A. do not shop without a careful plan.
- B. call friends to go shopping with them.
- C. spend more to celebrate social events.
- D. must have an excuse to go shopping.

6.4. Addiction to shopping is normally

- A. difficult to admit by the addict.
- B. makes the addict happy after shopping.
- C. easy to notice by the addict's relatives.
- D. hard to stop without a special treatment.

6.5. Extreme cases of the addiction do not usually lead to

- A. financial disasters.
- B. serious crimes.
- C. family conflicts
- D. expert therapies.

6.6. What is the most successful treatment for the addiction?

- A. Spending more time with family.
- B. Taking new generation drugs.
- C. Discussing personal problems with a specialist.
- D. A combination of medication and mediation.

6.7. In the text the author

- A. discusses the threats of uncontrolled shopping.
- B. says how to avoid becoming addicted to shopping.
- C. advises readers how to sort out serious money problems.
- D. informs shopaholics in which places they can receive help.

PRZENIEŚ ROZWIAZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 7. (5 pkt)

Zredaguj e-mail do znajomego z zagranicy.

- Poinformuj znajomego o kupnie roweru.
- Opisz, jak wygląda Twój nowy rower.
- Napisz, ile za niego zapłaciłeś.
- Poinformuj o zaplanowanej wyprawie nowym rowerem.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów. Oceniana jest umiejętności przekazania wszystkich informacji (4 punkty) oraz poprawność językowa (1 punkt).

CZYSTOPIS

Liczba wyrazów w KFU	
Liczba błędów	
Procent błędów	

	TREŚĆ				POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4		
Liczba punktów	0-1	0-1	0-1	0-1	0-1	

Zadanie 8. (10 pkt)

Zredaguj list do kolegi mieszkającego / koleżanki mieszkającej w Szkocji.

- Poinformuj o swoim zamiarze przyjazdu na kurs językowy i podaj powód, dla którego postanowiłaś / postanowileś doskonalić swój angielski w Szkocji.
 - Wspomnij o nieudanych próbach zarezerwowania noclegu i poproś kolegę / koleżankę o pomoc w znalezieniu mieszkania.
 - Poinformuj o terminie kursu i zapytaj, jakie plany ma Twój kolega / Twoja koleżanka w tym czasie.
 - Napisz, co oprócz nauki chciałabyś / chciałbyś robić i zaproponuj wspólne spędzenie jednego z weekendów.

Pamiętaj o zachowaniu odpowiedniej formy listu. Nie umieszczaj żadnych adresów. Podpisz się jako XYZ. Długość listu powinna wynosić od 120 do 150 słów. Oceniana jest umiejętność przekazania wszystkich informacji (4 punkty), forma (2 punkty), poprawność językowa (2 punkty) oraz bogactwo językowe (2 punkty).

Uwaga: jeśli praca będzie zawierać więcej niż 200 słów, otrzymasz za jej formę 0 punktów.

CZYSTOPIŚ

Liczba wyrazów w DFU	
Liczba błędów	
Procent błędów	

	TREŚĆ				FORMA	BOGACTWO JĘZYKOWE	POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4				
Liczba punktów	0-0,5-1	0-0,5-1	0-0,5-1	0-0,5-1	0-1-2	0-1-2	0-1-2	

BRUDNOPIS (*nie podlega ocenie*)