



dysleksja

MATERIAŁ DIAGNOSTYCZNY Z JĘZYKA ANGIELSKIEGO

Arkusz II

POZIOM ROZSZERZONY

Czas pracy 70 minut

Instrukcja dla ucznia

1. Sprawdź, czy arkusz zawiera 8 ponumerowanych stron. Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego badanie.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 25 minut i jest nagrana na płycie CD.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora.
5. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL. Zamaluj ■ pola odpowiadające cyfrom numeru PESEL. Błędne zaznaczenie otocz kółkiem ⊙ i zaznacz właściwe.
6. Postępuj podobnie, zaznaczając odpowiedzi na karcie. Tylko odpowiedzi zaznaczone na karcie będą oceniane.

Życzymy powodzenia!

ARKUSZ II

GRUDZIEŃ

ROK 2005

Za rozwiązanie
wszystkich zadań
można otrzymać
łącznie
27 punktów

Wypełnia uczeń przed rozpoczęciem pracy

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PESEL UCZNIĄ

Wypełnia uczeń
przed rozpoczęciem
pracy

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KOD UCZNIĄ

ROZUMIENIE ZE SŁUCHU

Zadanie 9. (7 pkt)

Zapoznaj się z nagłówkami (A-H). Usłyszysz dwukrotnie siedem wypowiedzi. Dopasuj do każdej z nich odpowiadający jej treści nagłówek. Wpisz odpowiednie litery w kratki 9.1.-9.7. Jeden nagłówek podany został dodatkowo i nie pasuje do żadnej wypowiedzi.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. TURN TO THE RIGHT PEOPLE
- B. LIKE CHILDREN, LIKE ADULTS
- C. DON'T MENTION DEFECTS
- D. A LESSON TO LEARN FROM CHILDREN STORIES
- E. ELDERLY PEOPLE NEED MORE APPRECIATION
- F. MAKE IT CLEAR WHAT YOU NEED
- G. PRAISE WITH SINCERITY
- H. WHY NOT MAKE THE WORLD BRIGHTER?

9.1.	
9.2.	
9.3.	
9.4.	
9.5.	
9.6.	
9.7.	

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

Zadanie 10. (8 pkt)

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie fragment audycji radiowej. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

10.1. Who is prone to unhealthy habits?

- A. Teenagers mainly.
- B. Overweight adults.
- C. Unemployed people.
- D. Teenagers and grown-ups.

10.2. In the past, the problem discussed was

- A. interpreted differently.
- B. avoided by researchers.
- C. considered to be simple.
- D. linked with lack of appetite.

10.3. In the study carried out in Finland, all participants

- A. came from very well-educated families.
- B. came from families with drinking problems.
- C. were only asked about their eating habits.
- D. were asked about their educational background.

10.4. Which statement is true about Dr Keski's findings?

- A. Children and parents have different eating habits.
- B. Children often copy their parents' eating habits.
- C. Parents rarely care about what their children eat.
- D. Parents are too busy to care about a healthy lifestyle.

10.5. Teenagers who have irregular meals

- A. are likely to develop addictions.
- B. find it difficult to compromise.
- C. lose appetite and interest in life.
- D. change eating habits later in life.

10.6. In Amanda Wynne's opinion,

- A. more studies of school performance are needed.
- B. good nutrition is important for people with diabetes.
- C. more and more children skip food in the morning.
- D. neglecting a morning meal might signal health problems.

10.7. In the programme, the speaker's intention is to

- A. persuade you to change your eating habits.
- B. draw your attention to some disturbing findings.
- C. discourage you from following restricted diets.
- D. comment on Amanda Wynne's recent finding.

10.8. The speaker focuses on the importance of

- A. regular meals.
- B. a sugar-free diet.
- C. the morning meal.
- D. controlling your appetite.

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

ROZUMIENIE TEKSTU CZYTANEGO I ROZPOZNAWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

Zadanie 11. (5 pkt)

Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

‘My aunt will be down presently, Mr. Nuttel,’ said a very self-possessed young lady of fifteen; ‘in the meantime you must try and put up with me.’

Framton Nuttel tried to say something flattering. Privately he doubted whether these visits to total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

‘Do you know many of the people round here?’ asked the niece.

‘Hardly a soul,’ said Framton. ‘My sister was staying here, at the rectory, some four years ago, and she gave me letters of introduction to some of the people here.’

‘Then you know practically nothing about my aunt?’ pursued the young lady.

‘Only her name and address,’ admitted the caller.

‘Her great tragedy happened just three years ago,’ said the child.

‘Her tragedy?’ asked Framton.

‘You may wonder why we keep that window wide open on an October afternoon,’ said the niece, indicating a large French window that opened on to a lawn.

‘It is quite warm for the time of the year,’ said Framton.

‘Out through that window, three years ago to a day, her husband and her two young brothers went off for their day’s shooting. They never came back. In crossing the moor to their favourite shooting ground they were all three engulfed in a treacherous piece of bog. Their bodies were never recovered. Poor aunt always thinks that they will come back someday, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening. Sometimes on quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window ...’

She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.

‘I hope you don’t mind the open window,’ said Mrs. Sappleton briskly; ‘my husband and brothers will be home directly from shooting, and they always come in this way.’

She rattled on cheerfully about the shooting and the prospects for duck in the winter. To Framton, it was all purely horrible. He was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly unfortunate that he should have paid his visit on this tragic anniversary.

‘The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise,’ announced Framton. Mrs. Sappleton suddenly brightened into alert attention. ‘Here they are at last! Just in time for tea!’

Framton shivered slightly. The child was staring out through the open window with a dazed horror in her eyes. Framton swung round in his seat and looked in the same direction.

In the twilight three figures were walking across the lawn towards the window, they all carried guns under their arms. A tired brown spaniel kept close at their heels. Noiselessly they neared the house.

In a chill shock of fear Framton grabbed wildly at his stick and hat; the hall door, the gravel drive, and the front gate were dimly noted stages in his headlong retreat.

‘Here we are, my dear,’ said one of the men. ‘Who was that who bolted out as we came up?’

‘A Mr. Nuttel,’ said Mrs. Sappleton; ‘could only talk about his illnesses, and dashed off without a word of goodbye or apology. One would think he had seen a ghost.’

‘I expect it was the spaniel,’ said the niece calmly; ‘he told me he had a horror of dogs. He was once hunted into a cemetery by a pack of stray dogs, and had to spend the night in a newly dug grave with the creatures just above him. Enough to make anyone lose their nerve.’

Romance at short notice was her speciality.

adapted from: H.H. Munro, The Open Window

11.1. Framton was staying in the area because he wanted to

- A. see some really strange places near the rectory.
- B. forget about the frightening experiences in his life.
- C. visit the people his sister had met four years before.
- D. recover in peace and quiet after a nervous breakdown.

11.2. Framton came to see Mrs. Sappleton in order to

- A. calm down after a recent family tragedy.
- B. have a chat while visiting the area.
- C. talk to her niece about the tragedy from the past.
- D. learn about opportunities for staying at the rectory.

11.3. To Framton, Mrs. Sappleton seemed to be

- A. mentally unstable due to the family tragedy.
- B. suffering from various health problems.
- C. depressed because of the anniversary.
- D. completely unaware of his presence.

11.4. Mrs. Sappleton was

- A. well aware of what her niece had told Framton.
- B. awaiting the return of her husband and brothers.
- C. rude and impatient towards Framton.
- D. shocked to see her husband and brothers again.

11.5. When Framton came on a visit, the young lady decided to

- A. make an attempt to flirt with him.
- B. frighten him with a genuine story.
- C. use him to entertain her family.
- D. play an unusual trick on him.

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

Zadanie 12. (4 pkt)

Przeczytaj tekst, z którego usunięto cztery zdania. Spośród zdań A-E dobierz brakujące tak, aby otrzymać spójny i logiczny tekst. W każde wolne miejsce (12.1.-12.4.) wpisz literę, którą oznaczone zostało brakujące zdanie. Jedno z podanych zdań nie pasuje do tekstu.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Chasing TV ratings in the classroom may sound as dubious as promoting chocolate with ‘free’ sports equipment. But *Tribe Community*, an initiative launched by the makers of a hit Channel Five teen drama, is a commercially backed schools initiative with a difference, welcomed by teachers. **12.1.** _____

The Tribe is a teen drama set in the near future following children’s attempts to build a new society after adults are wiped out by a killer virus. ‘Our aim was to accurately reflect the world that viewers inhabit in a fictional environment through which we could explore everyday issues and experiences,’ explains series creator Ray Thompson. ‘Early storylines tackled teenage pregnancy, bullying and prejudice.’

A programme-linked website was set up for series one. It quickly took on a life of its own. Viewers were soon using it as a discussion forum, and an online community was born with fans eager to find out more about the making of the show and its plot. **12.2.** _____

The *Tribe*’s following has grown steadily over the five years since and it was the scale of viewer interaction that earlier this year persuaded *Cloud 9 Screen Entertainment*, an independent producer, to take *The Tribe* into the classroom. ‘Given the introduction of citizenship as part of the national curriculum and the range of issues which had already been addressed, it seemed a good fit,’ explains David Longman representing the company.

12.3. _____ This is an educational programme based around a new schools section of the *Tribe* website comprising learning modules and teaching plans incorporating footage from the series, cast interviews and links to news footage available online to enable teachers to make their citizenship classes relevant and up to date.

‘The idea is for students to engage with this as much or as little as they want to,’ says Mike Flood Page, *Illumina*’s director of education. ‘So they can start the modules by focusing on the TV series, or by creating their own material using a selection of web, animation and video authoring tools developed by *Illumina*.’

Off-air extension of a TV show into interactive digital education is undeniably a bold ambition. **12.4.** _____ But if *Tribe Community* is successful when it goes live in 7,000 schools this autumn, other independent producers will be only too keen to follow suit.

adapted from: The Guardian, 2003

- A. The scope for developing a TV themed schools package around citizenship was considerable given the lack of good teaching materials available to schools.
- B. This, in turn, fed into subsequent storylines as the production team quickly discovered that their audience's willingness to interact and discuss the show's content was a useful research tool.
- C. It may not be an obvious immediate revenue earner for an independent producer.
- D. So *Cloud 9* approached media specialist *Illumina Digital* to develop *Tribe Community*.
- E. It has evolved out of audience interest in an established TV hit which, with five series made and a sixth in production, has attracted a cult following in the UK and 40 other countries worldwide.

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

Zadanie 13. (3 pkt)

Przeczytaj poniższy fragment artykułu i uzupełnij luki (13.1.-13.6.). Z podanych odpowiedzi wybierz właściwą tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D.

Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

The sleepy village west of Warsaw, Zelazowa Wola, where Frédéric Chopin was born in 1810, is a natural destination for music lovers. When I arrived late last September **13.1.** _____ the solid country manor where Chopin was born, I was eager to listen to one of the charmed piano recitals that take place there each Sunday from May through September.

13.2. _____ Chopin was recognized as a prodigy (he wrote his first two polonaises at the age of 7, a year after he began studying the piano), listening to compositions played in his house is particularly fitting.

13.3. _____ is a short walk from the main entrance through the formal garden to the house. The rooms are spacious, with large windows, high ceilings and sizable white porcelain heating stoves. The furnishings are mainly period pieces, all meant to provide the mood of the era rather than an actual representation of the house in Chopin's time. In the alcove where Chopin is believed **13.4.** _____ born, an enormous arrangement of fresh flowers is always displayed.

The history of the house is nearly as complicated as that of Poland, **13.5.** _____ was erased from the map of Europe in 1795. Chopin himself never forgave the Russians for **13.6.** _____ the November Uprising in 1831, and refused to perform in Russia.

Ironically, it was a Russian, the composer Mili Balakirev, who saved Chopin's birthplace. Balakirev, a devoted Chopin enthusiast, visited Zelazowa Wola in the late 19th century and petitioned the Russian government for help in restoring the house.

adapted and abridged from: The New York Times, 2003

13.1.

- A. to
- B. at
- C. in
- D. towards

13.4.

- A. to be
- B. was
- C. had been
- D. to have been

13.2.

- A. Since
- B. However
- C. Besides
- D. While

13.5.

- A. that
- B. what
- C. which
- D. when

13.3.

- A. This
- B. That
- C. It
- D. There

13.6.

- A. putting down
- B. putting off
- C. taking down
- D. taking up

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!