

ROZUMIENIE ZE SŁUCHU

Zadanie 1. (6 pkt)

Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie fragment wywiadu. Na podstawie usłyszanych informacji zdecyduj, które z podanych zdań są zgodne z treścią tekstu /TRUE/, a które nie /FALSE/. Zaznacz znakiem X odpowiednią rubrykę w tabeli.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

		TRUE	FALSE
1.1.	For the last 15 years Alister McCrone has worked only in Scotland.		
1.2.	The company has changed its name.		
1.3.	Local people like going to the theatre.		
1.4.	In summer, they prepare plays only for tourists.		
1.5.	The company is planning to move the theatre to a new place.		
1.6.	The theatre is popular because a lot of people like small theatres.		

PRZENIESZ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

Zadanie 2. (5 pkt)

Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie wypowiedzi nastolatków na temat sytuacji, w których poczuli się zawstydzeni (2.1.-2.5.). Przyporządkuj każdej wypowiedzi zdanie podsumowujące jej treść (A-F). Wpisz odpowiednią literę w miejsce obok numeru każdej wypowiedzi. Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. I asked the wrong question.
- B. My mum asked me an embarrassing question.
- C. I ate too much and had to go to hospital.
- D. I hurt my mum accidentally.
- E. I was ashamed of my mum.
- F. I chose the wrong person.

2.1. ____ 2.2. ____ 2.3. ____ 2.4. ____ 2.5. ____

PRZENIESZ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

Zadanie 3. (4 pkt)

Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie tekst narracyjny. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz literę A, B lub C. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

3.1. Why did Monica come to Ireland?

- A. It was part of her holiday plan.
- B. She liked the summer there.
- C. She wanted to find a job there.

3.2. What happened to Monica's money?

- A. She lost some.
- B. She spent it.
- C. It was stolen.

3.3. How did Monica find out about the job?

- A. Antonio informed her about it.
- B. She learnt about it from a paper.
- C. Her mother wrote her an e-mail.

3.4. Which statement is true about Monica's stay with the Brennans?

- A. She thought she would have to move very soon.
- B. She found the names of the other workers difficult.
- C. She enjoyed staying with the family very much.

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

ROZUMIENIE TEKSTU CZYTANEGO

Zadanie 4. (6 pkt)

Przeczytaj uważnie poniższy tekst. Następnie dopasuj do każdej części tekstu (4.1. – 4.6.) właściwy tytuł (A – G) i wpisz odpowiednie litery w kratki. Jeden tytuł został podany dodatkowo i nie pasuje do żadnej części tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

A.	AN EXPLANATION OF THE STUDENTS BEHAVIOUR
B.	CHEATING DOESN'T PAY
C.	AN EXAMPLE OF PUNISHMENT
D.	CHEATING AS SOMETHING DISHONOURABLE
E.	MODERN TECHNOLOGY AS A THREAT TO HONESTY AT SCHOOL
F.	SHAMEFUL STATISTICS
G.	NEW METHODS TO STOP PLAGIARISM

Więcej arkuszy znajdziesz na stronie: arkusze.pl

4.1.

In Britain, cheating in exams, or school work, is not just seen by the authorities as undesirable, it is seen by the students themselves as offensive. If you copy somebody else's essay, you're not just taking objective data from them, you're actually stealing nothing less than their own personal style and ideas. So to cheat, in the British way of thinking, is seen - like plagiarism - as somehow shameful.

4.2.

As to cheating, Polish students do not have a good international reputation. An informal study carried out by English teachers in the late 1990s, confirms this view. It found that 93.3% of students admitted to cheating at some time during the previous academic year. Cheating, it seems, is widespread in Polish educational establishments.

4.3.

In Polish schools, cheating is ignored. From a very early age, Polish children have to acquire a frightful amount of knowledge, and the weight of the books they have to carry to school and back would drive a camel to suicide. Cheating, therefore, can be viewed as a natural defence mechanism against the system, but if we go deeper we will see that cheating in school is a direct consequence of a specific mentality developed in Polish society by centuries of tyranny.

4.4.

The most recent plague is plagiarism via the Internet. Students can search by using commonly-known search engines or go straight to one of the many so-called ‘paper mills’, where hundreds of essays are on offer for downloading, usually at a very low price. In the world, where ‘creativity is great, but plagiarism is faster’, is there anything that can be done to stop the newly-born cyber-cheat?

4.5.

The consequences of cheating, if you get caught in a British school, can be serious. I remember when I was doing my ‘A’ levels in England, one boy was caught cheating in an exam. He wasn’t allowed to complete the paper. And for all the other exams he had to sit by himself at a desk up on a platform, at the front of the room, so that everyone could see who he was.

4.6.

If you want to better yourself, cheating is worse than useless. If you cheat and get away with it, you’re tempted to do the same again, not understanding that you’ve effectively done harm to yourself. You’ve cheated your school, classmates and teacher. You’ve cheated the education system and society. But most importantly, you have cheated yourself.

adapted from The World of English, 1/2002

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!