

Zadanie 6. (0–8)

Przeczytaj dwa teksty związane z poezją. Wykonaj zadania 6.1.–6.8. zgodnie z poleceniami.

Tekst 1.

SATURDAY CLUB

Miss Edith Chevalier was the one who started the library groups for girls. Sometimes she would look in and ask what we were reading – not to test us, but just because she wanted to know. That's what happened on the day my club was reading *The Midnight Ride of Paul Revere* out loud. I guess I was better than the others because after the meeting Miss Chevalier asked if I would recite the whole poem to the Saturday Club. She said a famous professor was going to give a lecture about Henry Wadsworth Longfellow, and she thought a presentation of his most famous poem would be a nice way to start the evening. She said that I would have to memorize it all, "But that shouldn't be a problem for a girl of your ability, Addie". I'm telling you, my feet didn't touch the ground all the way home. It was the biggest thing that had ever happened to me and I learned the whole poem by heart in two days, so I'd be ready for our first "rehearsal".

Miss Chevalier was a small woman with a moon face, chubby fingers and coppery hair that sprang straight up from her head. She had one of those smiles that makes you feel like you have just done something right, which was a good thing since I was a nervous wreck when I went to her office to practise. I only got halfway through the poem when Miss Chevalier stopped me and asked if I knew what "impetuous" meant. She was nice about it, but I wanted to sink through the floor, because I did not know what the word meant and I had mispronounced it. I'm sure I turned bright red, but Miss Chevalier pretended not to notice, handed me the dictionary and said to read the definition out loud.

I will never forget it; "impetuous" means two things: "rushing with great force or violence", and "acting suddenly, with little thought". She asked me which one I thought Mr. Longfellow meant. I reread those definitions over and over, trying to figure out the right answer, but Miss Chevalier must have read my mind. "There is no wrong answer," she said. "I want to know your opinion, Addie." I had never been asked for my opinion, but I knew I couldn't keep her waiting, so I said the first thing that came into my head, which was, "Maybe he meant both".

She liked that.

I told Celia and my parents about the big honour of reciting for the Saturday Club, but when the day came and I put on my coat, Mother said, "You're not going anywhere". I told her that I had practised a lot, everyone was waiting for me and they couldn't start without me. But she shrugged her shoulders as though it was nothing. "It's too cold. I don't want you to get pneumonia." I couldn't believe what she was saying.

Na podstawie: Anita Diamant, *The Boston Girl*, New York 2015.





W zadaniach 6.1.–6.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

6.1. Addie was asked to recite the poem because Miss Chevalier felt

- A. the professor expected such a performance after his lecture.
- B. it might be a good example for the other girls from the club.
- C. the girl had already learnt Longfellow's poem by heart.
- D. the girl was capable of rising to the challenge.

6.2. The phrase *my feet didn't touch the ground all the way home* suggests that Addie

- A. was overjoyed at being given such an important task.
- B. feared she would have too little time to learn the poem by heart.
- C. was delighted with the professor's remark concerning her recital.
- D. had to run home in order to calm down after Miss Chevalier's words.

6.3. During the rehearsal,

- A. Miss Chevalier changed her mind about Addie's abilities.
- B. Miss Chevalier made no comment about Addie's embarrassment.
- C. Addie's ignorance of the word "impetuous" annoyed Miss Chevalier.
- D. Addie thought Miss Chevalier wanted to make her feel less confident.

6.4. We can conclude that the decision to forbid Addie to go to the Club

- A. was anticipated by her to a certain extent.
- B. was based on symptoms indicating she was ill.
- C. was communicated just after she shared the good news.
- D. was a sign of her mother's indifference to the importance of the event.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Tekst 2.**DEDICATION**

In January 1961, as John F. Kennedy's presidential inauguration approached, his would-be Secretary of the Interior suggested that the poet Robert Frost, who had been appointed consultant in poetry to the Library of Congress in 1958, recite a poem during the ceremony.

John Kennedy approved the idea and asked Frost to either compose a special poem for the occasion or read *The Gift Outright*, written by the poet in the 1930s. As no other poet before him had been asked to contribute to a presidential inauguration, Frost responded to JFK's invitation with bold enthusiasm. In a telegram sent the following day he wrote, "If you can bear at your age the honor of being made President of the United States, I ought to be able at my age to bear the honor of taking some part in your inauguration. I may not be equal to it but I can accept it". Kennedy's unprecedented request filled Frost with gratitude and pride.

Frost had planned to read *The Gift Outright* – described by him as "a history of the United States in a dozen [actually, sixteen] lines of blank verse" – but once he arrived in Washington two days prior to the inauguration, he became so excited about the event that he decided to compose an additional poem, entitled *Dedication*, and recite it before the one already planned.

Once Frost had completed the 42-line poem he realized he had no time to memorize it – he'd have to read it instead. But on the white winter day of the ceremony, he ran into some difficulties. The inauguration unfolded on a bitterly cold, sunny day at the U.S. Capitol. Approximately one hour in, Frost made his way to the podium and began reading *Dedication*, but soon stopped. The sun's glare, reflecting off the snowy ground, was far too bright for a pair of 86-year-old eyes. As a result, the reading of the text past the third line proved impossible. Vice President Lyndon B. Johnson tried to block the sun with his hat, but Frost abandoned the effort altogether. He began reciting the familiar *The Gift Outright*, which he was able to continue armed only with his memory.

The audience clapped and cheered loudly to express their approval. *The Washington Post* referred to the reading as one of the highlights of the ceremony, noting that "Robert Frost in his natural way stole the hearts of the inaugural crowd". Indeed, although the turn of events reportedly resulted in embarrassment for Frost, it became a triumphant capstone to his career, a spontaneous moment that memorialized his association with an iconic President at the dawn of a new chapter in American history.

Na podstawie: www.themarginalian.org; www.biography.com



Uzupełnij luki w zdaniach 6.5.–6.8. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów.

6.5. Robert Frost felt honoured as _____

to perform at a presidential inauguration.

6.6. The poem *Dedication* was written during _____

Washington.

6.7. At the ceremony, bright sunlight prevented the poet from _____

_____, despite an attempt made to help him solve the problem.

6.8. Although initially the incident made _____,

in the long run it proved to be very significant in his career.

Zadanie 7. (0–6)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

CHOCOLATE SNOW FALLING FROM THE SKY

Residents of a small town in Switzerland, a country which has earned an international
7.1. _____ for its confectionary products, got the surprise of their lives when it apparently
started snowing chocolate. Some locals 7.2. _____ whether the brown dusting was a bizarre
consequence of climate change. However, everything became clear when the local
chocolate manufacturer 7.3. _____ that his factory was responsible for the strange event.
A defective ventilation system 7.4. _____ chocolate dust to be sprinkled all over the town.
A company spokesperson has confirmed that the cocoa particles were completely 7.5. _____
to people and the environment. The company is offering to pay for any cleaning services
required 7.6. _____ the incident. To date, however, no one has asked for help.

Na podstawie: breakingnewsenglish.com

7.1.

- A. quality
- B. selection
- C. attraction
- D. reputation

7.2.

- A. wondered
- B. predicted
- C. admitted
- D. denied

7.3.

- A. recovered
- B. reminded
- C. revealed
- D. rejected

7.4.

- A. had caused
- B. was caused
- C. was to cause
- D. had been caused

7.5.

- A. secure
- B. innocent
- C. accurate
- D. harmless

7.6.

- A. at the expense of
- B. as a result of
- C. in spite of
- D. in case of

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!



Zadanie 8. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

A BRIEF HISTORY OF ORIGAMI

You've probably heard of "origami". The goal of origami is to transform a square sheet of paper into a shape, such as a flower or a bird, through **8.1. (SKILL)** _____ folding. The term originates from two Japanese words and means "paper folding". Unfortunately, coming up with an exact timeline for the invention of origami is a **8.2. (CHALLENGE)** _____ task. It is generally accepted that paper was invented around 105 A.D. in China. During the sixth century the use of paper reached Japan, where different **8.3. (POSSIBLE)** _____ for creating art from paper were discovered.

Originally, the use of scissors and glue was not allowed, but later standards have changed considerably. Consequently, cutting or gluing is now sometimes used to stabilize the final shape. Another way in which origami has evolved is that shapes are no longer made **8.4. (EXCLUSIVE)** _____ with original origami paper. Now people even make them from banknotes in order to present a gift of cash in a unique way.

Na podstawie: www.thesprucecrafts.com

Zadanie 9. (0–4)

Z wykorzystaniem wyrazów podanych WIELKIMI literami uzupełnij każde zdanie z luką (9.1.–9.4.), tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

9.1. I think we should throw away all those unnecessary boxes.

GET

I think we should _____ all those unnecessary boxes.

9.2. I regret not buying a ticket for the concert.

HAD

I wish I _____ for the concert.

9.3. "I'll help you with the housework", said my younger sister to me.

OFFERED

My younger sister _____ with the housework.

9.4. These roses are dying – the vase has almost no water in it.

HARDLY

These roses are dying – there's _____ in the vase.



Zadanie 10. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz temat wybrany przez Ciebie. Zakreśl jego numer.

1. Coraz częściej pracowników działu obsługi klienta różnych firm zastępuje się tzw. botami (ang. *bots*) – wirtualnymi rozmówcami, których zadaniem jest komunikowanie się z klientem. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat tego rozwiązania. Rozważ je z punktu widzenia firmy, która wdrożyła taki sposób komunikacji, oraz z perspektywy jej klienta.
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CZYSTOPIŚ

This image shows a full page of blank primary-ruled paper. It features multiple sets of horizontal lines designed to guide young learners' handwriting. Each set consists of three lines: a solid top line, a dashed middle line, and a dotted bottom line. These sets are repeated vertically down the entire page, providing ample space for practicing letter formation and alignment. The paper is otherwise completely blank, with no text or other markings.



Zgodność z poleceniem										Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
	0-1-2-3-4-5									0-1-2	0-1-2-3	0-1-2-3	
Elementy treści (0-1-2)					Elementy formy (0-1)								
1	2	3	4	5	1	2	3	4					

BRUDNOPIS (*nie podlega ocenie*)

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