

2.3.

Część pisemna (poziom podstawowy)
Przykładowe zadania z rozwiązaniami

ROZUMIENIE ZE SŁUCHU

Zadanie 1. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z uśmiechem. Do każdej wypowiedzi (1.1.–1.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person

- A. complains about the university he/she attends.
- B. describes how someone's smile changed his/her attitude to life.
- C. tells the story behind a well-known symbol.
- D. expresses his/her disappointment with something.
- E. suggests that a smile can help your professional career.
- F. explains why he/she enjoys a certain story.

1.1.	1.2.	1.3.	1.4.	1.5.

Transkrypcja

One

Remember that it's not enough just to wear a suit when you're meeting your future employer; you have to wear it with a smile. The latest studies show that when we see smiling people, we believe they are friendly, confident and reliable. Sounds like a perfect employee, right? So next time you're answering a potential employer's questions, make sure you put on a smile!

Na podstawie: <http://www.sparkpeople.com>

Two

In the 1980s online bulletin boards became popular among university students and staff in the US. A lot of posts were intended to be humorous, but, then, as now, there were always a few people who didn't get the joke and took the message seriously. One day computer science professor, Scott Fahlman, combined two punctuation marks to produce the graphic sign which we know today as a smiley, to show that something is intended as a joke. Soon, the idea became popular all over the world.

Na podstawie: <http://www.wsj.com>

Three

Some time ago I moved to a new city and had to change university. I felt lonely because I didn't know anybody there and it was difficult for me to make friends. One day, on my way to lectures, a stranger looked at me and smiled. The smile made me believe that life would get better. I said to myself: "From now on, I'll always smile at people". A smile can make our world a nicer place.

Na podstawie: <http://www.cammipham.com>

Four

I was looking forward to seeing the film *Mona Lisa Smile*. It is set at Wellesley College, which is where I used to study. However, after watching it, I must say that it was very far from my own experience of studying at the college. I wonder what the point is of making such a film today? To show how far we've come since the 1950s? I can't understand those who say it's a masterpiece! I didn't enjoy it at all.

Na podstawie: www.imdb.com

Five

There are many books which bring a smile to my face, but if I had to choose my favourite, it would be *Jane Eyre*, a novel written by Charlotte Brontë. The main heroine has a pretty difficult start in life but still manages to take control and to stand on her own two feet. She's witty, sensitive to people's problems but, at the same time, speaks her own mind and does what is right. The book has also been adapted for the screen many times. It's filled with passion, drama and has a happy ending. I can read or watch it again and again and never get bored.

Na podstawie: <https://eupublishingblog.com>

Wymaganie ogólne

II. Rozumienie wypowiedzi.

Zdający rozumie wypowiedzi ustne o umiarkowanym stopniu złożoności, wypowiedziane w naturalnym tempie, w standardowej odmianie języka [...].

Wymagania szczegółowe

II.7. Zdający wyciąga wnioski wynikające z informacji zawartych w wypowiedzi (1.1.).

II.3. Zdający określa intencje nadawcy/autora wypowiedzi (1.4.).

II.2. Zdający określa główną myśl wypowiedzi [...] (1.2., 1.3., 1.5.).

Zasady oceniania

1 pkt – poprawna odpowiedź.

0 pkt – odpowiedź niepoprawna albo brak odpowiedzi.

Rozwiązanie

1.1. E

1.2. C

1.3. B

1.4. D

1.5. F

Zadanie 2. (0–6)

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

2.1. From what the speaker says we can expect he will

- A. use other social media instead of *Facebook*.
- B. spend less time on *Facebook* than before.
- C. look for more friends on *Facebook*.

Tekst 2.**2.2. In the Olympiad audio guide the speaker mentions**

- A. the deadline for registration.
- B. the date of the school round.
- C. the time limit for doing the tasks.

2.3. What should students do first?

- A. download an app
- B. enter their username and password
- C. register with the school coordinator

Tekst 3.**2.4. Which group of people is not represented on the banknotes discussed in the interview?**

- A. writers
- B. historians
- C. politicians

2.5. Who made the final decision about the scientist who is going to appear on the new £50 banknote?

- A. the general public
- B. a selection committee
- C. a Bank of England official

2.6. A person who is considered for a British banknote

- A. must be popular outside Britain.
- B. cannot be alive.
- C. has to be approved by the Queen.

Transkrypcja**Tekst 1.**

A few weeks ago I heard someone say on TV that young people wouldn't be able to live without *Facebook* for a week and that made me think. I realized giving up social media would be difficult, but I decided to try. I knew I had to keep busy, so I gave myself different tasks to do and spent more time with friends. We played board games and went out more often. After a week, I realized that all I really wanted *Facebook* for was to be in touch with other people when I was alone. When I went back onto *Facebook*, the first thing I saw was someone's status which said, 'bored', and I realized I hadn't missed much. There is much more going on in real life. I switched off my computer and went to the park to play basketball.

Tekst własny

Tekst 2.

Welcome to this audio guide to our 7th International English Language Olympiad. The Olympiad is open to students and schools worldwide. It consists of three rounds: the school round, the regional round and the final round. If you want to take part, here's an outline of the registration process.

The registration is already open. The dates for each round will be announced in January, and all students who wish to participate must register no later than February 3rd.

The tasks in the Olympiad will be available online, so all students who want to take part will need to download an app before the school round of the competition. However, you will only be able to do this after you have registered with your school coordinator.

As soon as you are entered into our database, you will get a link to the app. Download and install the app on the computer you will use on the day. An hour before the school round starts, each participant will receive a username and password which will allow access to the section of the app where the tasks will be available. Good luck!

Na podstawie: <http://www.hippo-competition.org>

Tekst 3

Interviewer: If you pull out any British banknote from your wallet, on one side you will see the Queen and on the other a well-known public figure. I'd like to welcome Sarah John of the Bank of England who will tell us more about this. Sarah, why do we have famous faces on our banknotes?

Sarah: The British banknote is an opportunity for the public to recognise some of the great successes in the country's history and the Bank of England tries to choose prominent characters from different walks of life. For example, Winston Churchill, the famous Prime Minister, appears on the £5 note, Jane Austen, a popular 19th century novelist, can be found on the £10 note and we have the impressionist painter William Turner on the £20 note. For the £50 note, we decided to have a scientist.

Interviewer: So how did you decide which scientist should appear on the new banknote?

Sarah: First we consulted the general public. We asked people to suggest, via the Bank of England website, the scientist they wanted to see on the £50 banknote. Then a committee did some research on these scientists and came up with a shortlist of five, and out of those five candidates, the Governor of the Bank of England selected the scientist who would appear on the new banknote.

Interviewer: What were the criteria used for deciding who should be on the shortlist?

Sarah: Well, we were looking for someone who was an inspiration and a leader in his or her field of science. Secondly, they had to be born and brought up in Britain. And there was one important condition. There is a rule that the only living person who can appear on a banknote is the Queen.

Interviewer: Who was finally selected for the new £50 banknote?

Sarah: Alan Turing. He is best known for helping to crack the Enigma code during World War II.

Na podstawie: *BBC Inside Science* podcast

Wymaganie ogólne

II. Rozumienie wypowiedzi.

Zdający rozumie wypowiedzi ustne o umiarkowanym stopniu złożoności, wypowiedziane w naturalnym tempie, w standardowej odmianie języka [...].

Wymagania szczegółowe

II.7. Zdający wyciąga wnioski wynikające z informacji zawartych w wypowiedzi (2.1.).

II.5. Zdający znajduje w wypowiedzi określone informacje (2.2., 2.4., 2.5., 2.6.).

II.6. Zdający układa informacje w określonym porządku (2.3.)

Zasady oceniania

1 pkt – poprawna odpowiedź.

0 pkt – odpowiedź niepoprawna albo brak odpowiedzi.

Transkrypcja

Woman: *Laura's Bakery*, how can I help you?

Man: Hi, I was wondering whether I could order a cake over the phone?

Woman: Of course, let me get the form... All right. Can I have your name?

Man: Kevin Jones.

Woman: Shall we contact you by phone or email?

Man: Call me on my mobile, the number is 322 392 448.

Woman: 448 at the end, right? I need to write that down.

Man: Yes.

Woman: Now, what kind of cake would you like to order?

Man: Well, I'm not sure...

Woman: Can I suggest a dark chocolate sponge cake? It's our customers' favourite.

Man: Sounds delicious. Can you make the top yellow?

Woman: Of course. What about the inside? Strawberry jam or lemon cream will go well with it.

Man: Hmmm... I don't want it too sweet, so the second option seems better.

Woman: All right. How big should the cake be?

Man: Big enough for fourteen people, more or less.

Woman: OK, so 1.5 kg will be enough. That will be £40. We'll need payment in advance, at least two days before the collection date. Do you want to make an online transfer or pay in cash?

Man: Cash, please. I need the cake for June 21st, so I'll bring you the money on the 19th.

Woman: OK, that's fine. Remember that we are open from 10 am to 6 pm.

Man: Oh, one more thing. I'd like the cake to say: "Good job", with an exclamation mark.

Woman: Right. Any flower decorations around the inscription?

Man: Gosh, I don't know... No, just the words in the middle.

Woman: If you want to change anything in your order, just call us again.

Man: I certainly will. Thanks. Bye!

Woman: Good bye and thanks for choosing *Laura's Bakery*.

Na podstawie: www.goldsteins.com.au

Wymagania ogólne

II. Rozumienie wypowiedzi.

Zdający rozumie wypowiedzi ustne o umiarkowanym stopniu złożoności, wypowiedziane w naturalnym tempie, w standardowej odmianie języka [...].

V. Przetwarzanie wypowiedzi.

Zdający zmienia formę przekazu ustnego [...].

I. Znajomość środków językowych.

Zdający posługuje się dość bogatym zasobem środków językowych (leksykalnych, gramatycznych, ortograficznych) [...].

Wymagania szczegółowe

II.5. Zdający znajduje w wypowiedzi określone informacje.

VIII.2. Zdający przekazuje w języku obcym nowożytnym [...] informacje sformułowane w tym języku obcym.

Zasady oceniania

1 pkt – poprawna odpowiedź.

Zad.	Odpowiedź oczekiwana	Przykłady odpowiedzi akceptowalnych
3.1.	322 392 448	mobile phone 322 392 448
3.2.	dark chocolate	bitter chocolate
3.3.	lemon cream	lemons' cream
3.4.	19 th June / June 19	june 19 / 19 of June / 19.06
3.5.	Good job	good job

0 pkt – odpowiedź niepoprawna albo brak odpowiedzi.

Zad.	Przykłady odpowiedzi niepoprawnych	Uzasadnienie
3.1.	phone / 322 392 488	odpowiedź niezgodna z tekstem
	322 392 448 and e-mail address	odpowiedź poprawna uzupełniona o fragment niepoprawny
3.2.	chocolate	odpowiedź nieprecyzyjna
	dark choccolate	błąd w wyrazie <i>chocolate</i> (wyraz z poziomu A1)
3.3.	lemon(s) / sweet cream / strawberry jam	odpowiedź niezgodna z tekstem
	lemon crim	błąd w wyrazie <i>cream</i> (wyraz z poziomu A2)
	second option	brak precyzji
3.4.	19 July / June 21	odpowiedź niezgodna z tekstem
	19 th / two days before the collection day	odpowiedź nieprecyzyjna
	19 th Juny	błąd w wyrazie <i>June</i> (wyraz z poziomu A1)
3.5.	On top good job / Congratulation	odpowiedź niezgodna z tekstem
	God job	błąd zmieniający znaczenie wyrazu
	Good jop	błąd w wyrazie <i>job</i> (wyraz z poziomu A1)

Zadanie 4. (0–4)

Usłyszysz dwukrotnie informacje na temat dnia otwartego w Newton College. Na podstawie informacji zawartych w nagraniu uzupełnij luki 4.1.–4.4. w tabeli, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Who?	What?	Where?	When?
Sophie	Information on: - college history and famous graduates - accommodation options (4.1.) _____ of studying	Main hall	At (4.2.) _____
Anna	Guided tour of the science building. - visit laboratories - talk to (4.3.) _____	The main entrance to the science building.	At 10:45 a.m.
Adam	Advice on careers	(4.4.) _____	At 2:15 p.m.

Transkrypcja

Hello. My name's Sophie and I'd like to welcome you to the Science Open Day here at Newtown College. The tour of the college will begin in about fifteen minutes. I'll start by giving you a general introduction to what it is like to be a student here. Then I'll tell you a little about the history of the college and some well-known scientists and public figures who have studied here. Next, I'll give you some practical information about dormitories on campus and rooms for rent in the area. I'll also tell you about college fees and other expenses you must take into consideration if you decide to study here. Our schedule is very tight, so please be in the main hall at half past nine sharp. That's when our tour will start.

Our campus tour will take around an hour and then there'll be a short coffee break in the canteen. After the break, my colleague, Anna, will take over. She will show you around the science building. You'll get the chance to look round our laboratories and meet our teaching staff. You will be able to ask them questions about the study programme and research carried out here. Anna's part of the tour will start at the main entrance to the science building at a quarter to eleven.

Lunch will be served at the canteen from 12.30 to 2 p.m. Then, you can attend Adam's presentation. He works in our careers office and will give you some ideas about the kind of work you might want to do after you graduate. If you are interested, please, go to the library after lunch. The presentation will start at a quarter past two.

So, see you in about ten minutes in the main hall.

Tekst własny

Wymagania ogólne**II. Rozumienie wypowiedzi.**

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Zasady oceniania

1 pkt – poprawna odpowiedź.

Zad.	Odpowiedź oczekiwana	Przykłady odpowiedzi akceptowalnych
4.1.	(the) cost	(the) costs / expenses / costs and expenses
4.2.	9:30 a.m.	9:30 / half past nine / nine thirty
4.3.	(the) teaching staff	people who teach there / teachers
4.4.	Library	library / in the library

0 pkt – odpowiedź niepoprawna albo brak odpowiedzi.

Zad.	Przykłady odpowiedzi niepoprawnych	Uzasadnienie
4.1.	aspects / advantages / advice	odpowiedź niezgodna z tekstem
	costs and rules	odpowiedź poprawna uzupełniona o fragment niepoprawny
	fees / college fees	odpowiedź nie pasuje do otoczenia luki
	expances / expansion	błąd zmieniający znaczenie wyrazu
4.2.	8.30 / 9.15	odpowiedź niezgodna z tekstem
	haf pass nine	błędy zakłócające komunikację
4.3.	Anna / students	odpowiedź niezgodna z tekstem
	studying program / questions / research	odpowiedź nie pasuje do otoczenia luki
	teaching stuff	błąd zmieniający znaczenie wyrazu
4.4.	canteen / careers office	odpowiedź niezgodna z tekstem
	university	odpowiedź nieprecyzyjna
	libary / libbrary	błąd w wyrazie <i>library</i> (wyraz z poziomu A2)