

## TRANSKRYPCJA NAGRAŃ POZIOM PODSTAWOWY

### Zadanie 1.

**Interviewer:** How would you define your style, Samantha?

**Samantha:** My style has changed over the years. I know exactly what I like and don't like now. In the past I usually bought T-shirts in big stores. Now I prefer to buy one quality item instead.

**Interviewer:** Do you like shopping?

**Samantha:** Actually, I do. I like to feel free and comfortable, so a tracksuit and a pair of trainers are perfect for a shopping trip. I don't understand women who wear high-heels going round the shops. They must feel like top fashion models walking along the catwalk.

**Interviewer:** Which item of clothing could you never live without?

**Samantha:** A good pair of jeans. I wear jeans all the time and I like them low-waisted. The pair of jeans I have on today are my boyfriend's and they are so comfortable.

**Interviewer:** What does your boyfriend Mark think of your style?

**Samantha:** I've been going out with Mark for about three and a half years now and he likes the simple look. He loves me in a plain white T-shirt and a pair of blue jeans, but we both get dressed up when we go out for a meal together.

**Interviewer:** What about some new things that you have in your wardrobe?

**Samantha:** My brother bought me some wonderful black leather boots for Christmas. I love them. People are too scared to buy me clothes as presents because they realize that only I know what suits me best, so shoes are an ideal gift for me.

**Interviewer:** What fashion tips do you have for our listeners?

**Samantha:** You should dress to suit your body shape instead of just putting on the latest fashions because they might not necessarily be good for you. For example, even if loose-fitting trousers were the most fashionable things on the planet, I'd never wear them because they don't suit my shape. I also think it's important to feel comfortable in what you wear. If you feel good, it'll show.

*adapted from Now*

## **Zadanie 2.**

### **Speaker 1:**

I once ordered some balloons for Mike's party. One mum, as she was dropping her child off, announced her son was allergic to balloons. They could cause coughing and sneezing. I wasn't sure how serious it was, so I tried to keep the child away. It was going quite well until Mike started tying chocolate fingers onto the balloon strings. Soon all the children were doing it. I didn't know what to do. Ask about special diets or allergies on the invitations.

### **Speaker 2:**

Hallo, I am Chris, father of two kids aged four and five. When you throw a children's party, don't invite too many children. Use a practical rule – your child's age: one other child at the first birthday, two friends at the second, and so on. It works well up until your children are about ten years old.

### **Speaker 3:**

For Alexandra's first birthday I spent days making some delicious dishes for the children's parents. I prepared three kinds of salad, a large birthday cake and some drinks. On the day half the people I invited didn't bring their husbands or wives with them or they just weren't eating much. I will know better this year.

### **Speaker 4:**

My wife always asks me to help her with the invitations. On two occasions I have forgotten what I put on the invitations and who I sent them to. Both times I had to phone a parent and ask. Now I always keep one invitation back for my wife and write the guests' names on the back. It's really useful, especially if you have three kids, like us.

### **Speaker 5:**

Hallo, I am Ellen, mum of two. Once I had a pirate party for Josh. Children played with plastic swords and wooden knives. One child got hit over the back of the head with a sword. I saw red pouring out and shouted, 'What are you doing with tomato ketchup?'. Then I realised it was blood. Fortunately, the very nice parent didn't mind too much. Actually, she apologised for ruining my son's birthday.

*adapted from Families North Devon*

### Zadanie 3.

You must know a lot about Abraham Lincoln, but I am quite sure you have never heard of Sarah, who was a very important person in his life. She called Abraham Lincoln Abe.

When Sarah heard that Abe was going to make a speech in a nearby town, she went there without saying a word to him. Abe was a well-known politician then. Sarah was one of the crowd on the street as he came along in a procession. He was riding in a fine black carriage, lifting his tall black hat as he bowed to the right and then to the left.

Sarah tried to make herself small, but he saw her and made the carriage stop. Then, in front of everybody, he got out of the carriage, went over, put his arms around her, and kissed her. Yes, that was her Abe.

Sarah wasn't the kind of person who cried easily, but she cried when he was elected President. In the winter of 1861, before he went to Washington, D.C. to take up office, he crossed the state to see her. He came by train and carriage over snowy roads to say goodbye to her. When he kissed her, he said that he would see her soon, but she knew somehow that she would not see him again.

Four years later, they came and told her that he was dead. The newspapers wrote the longest pieces about his real mother, Nancy Hanks Lincoln. That was right, of course. But some people came and asked Sarah what kind of boy Abe had been. She wanted to tell them, but it was hard to find the words. Sometimes she thought to herself that she loved Abe more than her own children. But she didn't really. It was just that she knew, deep in her heart, that Abe was somebody special.

Sarah Bush Lincoln died on December 10, 1869. Almost nobody noticed her death. For many years, her name never appeared in the books that were written about Abraham Lincoln. But now the place, where the Illinois cabin stood and where Sarah and Abe's father lived for the rest of their lives, is a state park. And at last people know what Abraham Lincoln meant when he said that all he was he owed to his angelic mother. He was speaking of Sarah.

*adapted from Reader's Digest*

## ODPOWIEDZI I SCHEMAT PUNKTOWANIA POZIOM PODSTAWOWY

### Zadanie 1.

Za każde poprawne rozwiązanie przyznajemy 1 punkt. Maksimum **6 punktów**.

	TRUE	FALSE
1.1.	X	
1.2.	X	
1.3.		X
1.4.	X	
1.5.		X
1.6.		X

### Zadanie 2.

Za każde poprawne rozwiązanie przyznajemy 1 punkt. Maksimum **5 punktów**.

	A	B	C	D	E	F
2.1.					X	
2.2.			X			
2.3.						X
2.4.	X					
2.5.				X		

### Zadanie 3.

Za każde poprawne rozwiązanie przyznajemy 1 punkt. Maksimum **4 punkty**.

	A	B	C
3.1.		X	
3.2.	X		
3.3.		X	
3.4.			X

### Zadanie 4.

Za każde poprawne rozwiązanie przyznajemy 1 punkt. Maksimum **6 punktów**.

	A	B	C	D	E	F	G
4.1.						X	
4.2.	X						
4.3.			X				
4.4.		X					
4.5.							X
4.6.				X			

**Zadanie 5.**

Za każde poprawne rozwiązanie przyznajemy 1 punkt. Maksimum **8 punktów**.

	TRUE	FALSE
5.1.		X
5.2.	X	
5.3.	X	
5.4.		X
5.5.		X
5.6.	X	
5.7.		X
5.8.		X

**Zadanie 6.**

Za każde poprawne rozwiązanie przyznajemy 1 punkt. Maksimum **6 punktów**.

	A	B	C	D
6.1.			X	
6.2.		X		
6.3.		X		
6.4.	X			
6.5.			X	
6.6.				X

**Zadanie 7. – krótki tekst użytkowy. Maksimum 5 punktów.**

Sprawdza egzaminator zgodnie z kryteriami. Przed ocenianiem tego zadania należy zapoznać się z uszczegółowieniem kryterium treści oraz z materiałem pod tytułem „Ocenianie wypowiedzi pisemnych”.

### Uszczegółowienie kryterium treści

Napisz ogłoszenie o spotkaniu z pisarzem organizowanym dla członków Klubu Miłośników Języka Angielskiego.

	TAK	NIE
<p><b>INF. 1.</b> <b>Podaj <u>informacje</u> o organizowanym spotkaniu z pisarzem.</b></p>	<ul style="list-style-type: none"> <li>▪ Oczekujemy odniesienia się do <u>przyszłości</u> lub <u>teraźniejszości</u>, np.: <i>I'm planning a meeting with a famous writer. We organize a meeting with John Hanks next week.</i> <i>There is a meeting with a writer ....</i></li> <li>▪ Akceptujemy użycie czasowników <i>organize</i> i <i>plan</i> w czasie przeszłym, jeżeli z kontekstu nie wynika, że spotkanie już się odbyło.</li> </ul>	<ul style="list-style-type: none"> <li>▪ użycie czasu / czasownika zakłócające komunikację, np.: <i>I had a meeting with ...</i> <i>I'm meeting a famous writer (bez odpowiedniego kontekstu).</i></li> </ul>
<p><b>INF. 2.</b> <b>Wyjaśnij, <u>jakiemu</u> rodzaju książki pisze zaproszony autor.</b></p>	<ul style="list-style-type: none"> <li>▪ Akceptujemy podanie gatunku literackiego, rodzaju książek lub odbiorcy, np. <i>books about history</i>; <i>He writes detective stories. He wrote a well-known thriller last year.</i> <i>He writes books for teenagers.</i></li> </ul>	<p>Np.: <i>He writes good / interesting books.</i> <i>He wrote a bestseller last year.</i> <i>His most famous book is 'Magnet'.</i></p>
<p><b>INF. 3.</b> <b><u>Poproś</u> o przygotowanie się do wzięcia udziału w dyskusji.</b></p>	<ul style="list-style-type: none"> <li>▪ Akceptujemy odpowiednie czasowniki modalne oraz tryb rozkazujący, np.: <i>You must / should prepare some questions for the discussion.</i> <i>Can you prepare a few questions?</i> <i>Be prepared to ask questions.</i> <i>Prepare questions for the discussion.</i></li> <li>▪ Nie wymagamy użycia <i>take part in</i> czy <i>discussion</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ zakłócenie komunikacji, np. <i>Can you ready question?</i></li> <li>▪ Nie akceptujemy czasu przeszłego, np. <i>You prepared questions.</i></li> </ul>
<p><b>INF. 4.</b> <b>Poinformuj o <u>upominkach</u> dla uczestników.</b></p>	<p>Np.: <i>There are / There will be books/pens/gifts/souvenirs/autographs for everyone. You can get some books.</i> <i>We've prepared presents for everyone.</i> <i>We prepared presents for everyone.</i></p>	<ul style="list-style-type: none"> <li>▪ użycie czasu / czasownika zakłócające komunikację, np.: <i>Everybody got a present.</i> <i>You give books.</i></li> </ul>

**Zadanie 8. – dłuższy tekst użytkowy. Maksimum 10 punktów.**

Sprawdza egzaminator zgodnie z kryteriami. Przed ocenianiem tego zadania należy zapoznać się z uszczegółowieniem kryterium treści oraz z materiałem pod tytułem „Ocenianie wypowiedzi pisemnych”.

**Uszczegółowienie kryterium treści**

**Przeniosłeś/łaś się z rodzicami do nowego domu na wsi. Napisz list do kolegi / koleżanki z zagranicy.**

	<b>TAK</b>	<b>NIE</b>
<p><b>INF. 1.</b></p> <p><b>Poinformuj o <u>przeprowadzce na wieś</u></b></p> <p><b>i podaj <u>powód zmiany miejsca zamieszkania.</u></b></p>	<ul style="list-style-type: none"> <li>▪ Wymagamy poinformowania o przeprowadzce na wieś, np.: <i>We've moved to the country.</i> <i>We lived in town and now we are living in the country.</i> <i>We have a new house in the country.</i> <i>I moved to Wólka, which is a quiet area.</i></li> <li>▪ Wymagamy podania powodu przeprowadzki, np.: <i>...because we've always wanted to live there; ...because father is ill and needs to rest; ...because it is healthy.</i> <i>We won a lot of money and we moved to the country.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ ogólna informacja o przeprowadzce</li> <li>▪ brak informacji o przeprowadzce na wieś, np.: <i>We don't live in Warsaw any more. We are living in a new place. We have a new house.</i> (jeżeli z listu nie wynika, że mieszkają na wsi)</li> <li>▪ brak powodu</li> </ul>
<p><b>INF. 2.</b></p> <p><b>Wspomnij, <u>kim są Wasi nowi sąsiedzi</u></b></p>	<ul style="list-style-type: none"> <li>▪ Wymagamy określenia zawodu / zajęcia / statusu / narodowości / wieku lub podania nazwiska.</li> <li>▪ Uznajemy także określenie, jacy są ludzie. <i>Our neighbours are farmers / young / nice / poor people / pensioners / a young couple / old people sitting in the garden all day long.</i> <i>Mr and Mrs Brown are our neighbours.</i> <i>Around us live very nice people.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ informacja niezgodna z poleceniem, np.: <i>We have no neighbours.</i> <i>We haven't met our neighbours yet.</i> <i>Our neighbours live far away from us.</i></li> <li>▪ brak informacji</li> </ul>

<p><b>i w jaki sposób Was przyjęli.</b></p>	<ul style="list-style-type: none"> <li>▪ Wymagamy określenia pozytywnego, negatywnego lub obojętnego przyjęcia, np.: co powiedzieli, co przynieśli, jak się zachowali.</li> </ul> <p><i>They ignored us. They want to give us half of their garden. They brought us a cake. We found a basket full of fruit on the doorstep. They were very friendly. They are very nice to us</i> (jeśli nie jest to realizacją pierwszej części).</p>	<p>o sposobie przyjęcia, np. <i>They came to see us.</i></p>
<p><b>INF. 3.</b></p> <p><b>Podaj <u>dwie</u> zmiany w Twoim <u>życiu</u> spowodowane tą przeprowadzką.</b></p>	<ul style="list-style-type: none"> <li>▪ Wymagamy przedstawienia <u>dwóch</u> (różnych) zmian w porównaniu z poprzednim miejscem zamieszkania, np.: <i>I have to walk 2 kilometres to school. It's colder in the house. There are no shops nearby. There is no cinema, so I watch more TV. We have a nice garden, so we grow our own vegetables and fruit. The air is fresh.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ odczucia zdającego związane z nowym miejscem zamieszkania, np.: <i>I hate this place. This place is wonderful.</i></li> </ul>
<p><b>INF. 4.</b></p> <p><b><u>Zaproś</u> kolegę / koleżankę na wakacje</b></p> <p><b>i <u>zaproponuj</u> <u>wspólne</u> <u>zwiedzanie</u> <u>okolicy</u>.</b></p>	<ul style="list-style-type: none"> <li>▪ Wymagamy użycia wyrażen związanych z zapraszaniem, np.: <i>Would you like to come during the holidays? Will you come on holiday? I want to invite you to my country for holidays.</i></li> <li>▪ Akceptujemy tryb rozkazujący, np. <i>Come and see me in the summer.</i></li> <li>▪ Wymagamy użycia wyrażen związanych z proponowaniem, np.: <i>How about cycling around the neighbourhood? We could travel around the area. Why don't we travel to another village?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ brak wyrażenia związanego z zapraszaniem, np.: <i>You go to my country and we can do some sightseeing.</i> (zaliczamy drugą część „kropki”)</li> <li>▪ brak propozycji <u>wspólnego</u> zwiedzania, np.: <i>You can go to Cracow when you come. We can have fun together. You should see a famous castle here.</i></li> </ul>