

Miejsce
na naklejkę
z kodem szkoły

dysleksja

OKE KRAKÓW
CKE

JĘZYK ANGIELSKI
POZIOM ROZSZERZONY
CZĘŚĆ II
PRZYKŁADOWY ZESTAW ZADAŃ

MARZEC
ROK 2008

Czas pracy 70 minut

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 7 stron (zadania 4 – 9). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
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, a błędne zapisy wyraźnie przekreśl.
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.

Za rozwiązanie
wszystkich zadań
można otrzymać
łącznie
27 punktów

Życzymy powodzenia!

Wypełnia zdający przed
rozpoczęciem pracy

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PESEL ZDAJĄCEGO

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**KOD
ZDAJĄCEGO**

ROZUMIENIE ZE SŁUCHU**Zadanie 4. (4 pkt)**

Zapoznaj się ze zdaniem podanymi poniżej. Usłyszysz dwukrotnie komunikat. Na podstawie informacji w nim zawartych 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
4.1.	The protest of signalling staff is going to be 6 hours long.		
4.2.	Holders of train season tickets can use them on all means of transport.		
4.3.	The announcement warns about additional inconveniences.		
4.4.	More travel news will be brought through local media broadcasts.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (6 pkt)

Zapoznaj się z nagłówkami A–G. Usłyszysz dwukrotnie sześć wypowiedzi na temat telewizji. Dopasuj do każdej z nich odpowiadający jej treści nagłówek. Wpisz odpowiednie litery w kratki 5.1.–5.6. Jeden nagłówek podany został dodatkowo i nie odnosi się do żadnej wypowiedzi.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. WANT SOME MENTAL GYMNASTICS?
- B. IS VARIETY ALWAYS GOOD FOR YOU?
- C. REMARKABLE MASS MEDIUM
- D. MORE TV MEANS MORE JUNK FOOD
- E. COULDN'T TV PROMOTE HEALTH FOOD?
- F. HIGH STANDARDS ARE GONE
- G. WHO SHOULD BE BLAMED?

5.1.	
5.2.	
5.3.	
5.4.	
5.5.	
5.6.	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (5 pkt)

Zapoznaj się z zadaniami podanymi poniżej. Usłyszysz dwukrotnie fragment monologu. 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.

6.1. The woman moved to the States because her husband

- A. was disappointed with his colleagues' work.
- B. was desperate to run his own business.
- C. had hoped for a better job for 25 years.
- D. did not want to live and work abroad any more.

6.2. Before going to America, the woman thought that

- A. it would be easy for her daughter to fit in.
- B. her daughter would dislike American food.
- C. their life in America would be much harder.
- D. she might have problems with employment.

6.3. The woman says that she

- A. has found it challenging to get adjusted.
- B. would feel better in Latin America.
- C. should have gone to Africa instead.
- D. knows Americans thanks to sitcoms.

6.4. While in the US, she is confused by

- A. people's eating habits in parks.
- B. the triviality of American commercials.
- C. regulations and linguistic differences.
- D. too many old neglected houses.

6.5. The speaker's opinion of the United States is

- A. extremely complimentary.
- B. relatively balanced.
- C. entirely enthusiastic.
- D. utterly disapproving.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE TEKSTU CZYTANEGO I ROZPOZNAWANIE STRUKTUR LEKSYKALNO- GRAMATYCZNYCH

Zadanie 7. (5 pkt)

Przeczytaj 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.

RETRAINING YOUR BRAIN

‘What?’ When Nicole Davis was six, that was her standard reply to even the simplest question. Although seemingly bright, she lagged far behind her peers in speaking and had a hard time making friends. So her mother Donna enrolled her in *Fast ForWord*, a powerful video-game programme developed by Scientific Learning Corp. of Berkeley, California, to aid children like her who cannot process the sounds of language fast enough to comprehend normal speech. Nicole spent six weeks of intense game playing at a speech clinic in New Jersey, emerging ‘like a different child’, Donna Davis says. Today the lively second-grader chatters away with classmates, gets good grades and has good reading skills. As Nicole puts it, ‘I like to write stories and poems, read books and play with my friends’.

The software that allowed Nicole to shine represents a promising application of recent and remarkable discoveries about the power of the brain to learn new tricks. Scientists are finding that the brain is not rigidly fixed like a computer chip – and can rewire itself throughout life with the help of rigorous training. The *Fast ForWord* games are like mental aerobics – designed to strengthen weak connections in those parts of the brain that support language skills.

While *Fast ForWord* hasn’t helped everyone, it has shown remarkable success with many kids who suffer from a condition known as *central auditory processing disorder*. People with this ailment, which may afflict up to 4 million primary and secondary school students, have difficulty distinguishing between phonemes – the basic building blocks of language – and particularly between consonants like *b*, *d* and *p*. The condition may also retard reading, since the children can’t easily match up the indistinct sounds they hear with the letters on a page.

The discovery also represents a business opportunity. Scientific Learning is an education start-up that plans to launch an initial public offering in mid-July. The vast but fragmented market for reading improvement already encompasses clinics, homes and schools.

Scientific Learning scored its biggest coup in May with a pilot project to provide *Fast ForWord* to the Chicago public school system. Right now, private clinicians are the chief providers of *Fast ForWord* training, which can cost more than \$2,500.

Scientific Learning may have problems with winning broad acceptance and gaining profits in a market marked by fierce competition and frequent disdain for the money motive. But the payoff for any company that can help kids overcome barriers to learning must be measured in more than dollars.

abridged from Time

7.1. Donna enrolled Nicole in *Fast ForWord* programme because she

- A. considered that Nicole needed professional help to ease her language problems.
- B. wanted to boost Nicole's genuine enthusiasm for writing stories and poems.
- C. realised that her highly accomplished daughter could not make friends easily.
- D. thought that Nicole would benefit from playing sophisticated computer games.

7.2. The treatment developed by Scientific Learning Corp. makes use of

- A. different verified neurological theories.
- B. the remarkable plasticity of the human brain.
- C. a computer programme showing a tricky therapy.
- D. similarities between the brain and the microchip.

7.3. Which is not true about *Fast ForWord* programme?

- A. It has been widely introduced to the public school system.
- B. It can help children overcome serious problems with reading.
- C. It is especially suitable for the *central auditory processing disorder*.
- D. The condition of some children involved in it has not improved.

7.4. Scientific Learning Corp. may expect

- A. initial public disapproval.
- B. widespread acceptance.
- C. modest success.
- D. huge profits.

7.5. In the text, the author implies that

- A. children can comprehend speech much faster than grown-ups.
- B. the human brain does not have any mysteries for us to consider.
- C. scientists work really hard to help learning companies enter the market.
- D. the latest findings of Scientific Learning should be given a chance.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (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 (8.1.-8.4.) wpisz literę, którą oznaczone zostało brakujące zdanie. Jedno z podanych zdań nie pasuje do tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

**IDENTITY THEFT CAN COST YOU FOR YEARS TO COME – DON'T BE
THE NEXT VICTIM**

No sooner had Vivienne Starkey opened her front door than the phone rang. It was a woman from Vodafone wanting to update the security details of her account. The caller read out her account number and asked her to verify first her date of birth, then her mother's maiden name.

On Monday morning Vivienne went to get some cash from her Halifax account, but the machine refused. Printing out a statement, she found that £2,500 had been transferred out of her account. Assuming it was the bank's error, she rang them. She discovered that someone had called the bank claiming to be her. There was a password on her account, but the caller had said she couldn't remember it. However, she did know Vivienne's date of birth and mother's maiden name. **8.1.** _____ Vivienne had been the victim of identity theft, the twenty-first century's fastest-growing crime.

The Association for Payment Clearing Services estimates that it cost us £30 million on card accounts last year – a rise of 45% over the previous year. Commentators outside the banking industry, such as D. K. Matai, executive chairman from a technology security firm used by the Government and insurance agencies, believe the real cost is much higher and is concealed for fear of damaging customer confidence. **8.2.** _____

Could it happen to you? If you have a credit card or bank account, then yes. The simplest and most common type of attack is simple credit or debit card fraud. When credit cards were first introduced in the 1960s, it was never envisaged that they would threaten cash as the preferred way to pay and security was rudimentary. **8.3.** _____

The banking industry has made some positive gestures, however, such as the new 'chip and PIN' cards. Instead of confirming a payment with a signature, which is easy to forge, the shopper discreetly taps in a four-digit PIN into a keypad, which is checked against data stored on the chip. But the PIN won't be used for transactions over the phone or the Internet, so will do little to combat this type of fraud.

8.4. _____ By contrast, in the US there is already a law against trafficking in credit card details 'with an intent to defraud'.

For the time being it seems it's up to you to protect yourself from identity thieves.

abridged from Peter Woolrich, Reader's Digest, 2004

- A. Identity theft could be increasing at closer to 500 per cent a year.
- B. It was introduced by banks as a security measure and most online retailers now require you to give it, to prove you actually own the card.
- C. One problem for the police is that, under current British law, identity fraud isn't fraud until personal details are actually used to purchase something: simply conning them out of you isn't theft.
- D. Some would argue that today, despite our heavy reliance on cashless spending, security is still lax.
- E. That was enough to gain access.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (3 pkt)

Przeczytaj tekst. 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.

Are you superstitious? Do you believe in good luck and bad luck? And, if so, how do you go about avoiding bad luck?

One person in four in Britain is, apparently, superstitious, and they'll do everything from hanging horseshoes over their fireplace to **9.1.** _____ their fingers, touching wood and absolutely never walking under a ladder. And they're careful about cats. Black cats are **9.2.** _____ to be the familiars of witches or warlocks, so if one is following you, it's definitely bad luck – a witch is after you! **9.3.** _____, if one crosses your path and continues, then it's good luck because it hasn't taken any notice of you. In some places the beliefs are different – so it pays to know where your black cat comes from!

Old superstitions linger even in today's modern world. The author Philip Pullman drew on them in his award winning trilogy of novels *His Dark Materials*. They are also the subject of research by Dr Richard Wiseman at the University of Hertfordshire. He believes that some people **9.4.** _____ want to be unlucky because it helps them to avoid **9.5.** _____ responsibility for their own failings. It's easier to say 'I failed the exam because I'm just an unlucky person.' than to admit that you didn't work **9.6.** _____ enough.

adapted from BBC World Service

9.1.

- A. crossing
- B. folding
- C. keeping
- D. bending

9.2.

- A. allowed
- B. told
- C. supposed
- D. concerned

9.3.

- A. On the other hand
- B. Consequently
- C. Therefore
- D. Instead

9.4.

- A. lastly
- B. presently
- C. shortly
- D. actually

9.5.

- A. to taking
- B. taking
- C. to take
- D. take

9.6.

- A. harder
- B. hardly
- C. hard
- D. hardest

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

WYPEŁNIA ZDAJ CY

Data urodzenia zdaj cego

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4.3	<input type="checkbox"/>	<input type="checkbox"/>
4.4	<input type="checkbox"/>	<input type="checkbox"/>

Zad.5	A	B	C	D	E	F	G
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5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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5.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.6	A	B	C	D
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6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miejsce na naklejk
z kodem

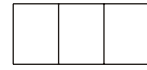
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9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9

Zad.7	A	B	C	D
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7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.8	A	B	C	D	E
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8.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.9	A	B	C	D
9.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



KOD ZDAJ CEGO