



Egzamin wstępny (arkusz przykładowy)

Czas: 90 min

Dwujęzyczne Liceum Uniwersyteckie
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Imię i nazwisko: _____

Wypełnia komisja:

Wynik: _____ / 40 punktów Wynik procentowy: _____



LISTENING

ZADANIE 1.

Usłyszysz dwukrotnie pięć wypowiedzi związanych z tańcem. Do każdej z wypowiedzi (1.1- 1.5) dopasuj odpowiadające jej zdanie (A- F). Wpisz rozwiązanie do tabeli.

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

This person:

- A. describes what caused him/her to take up a dance course.
- B. stressed the importance of one dance style.
- C. recommends joining a professional dance school.
- D. talks about the benefits of dancing regularly.
- E. criticizes the dance classes he/ she participated in.
- F. says what changes took place in his/ her job.

1.1	1.2.	1.3.	1.4.	1.5.

___ / 5



ZADANIE 2.

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

Tekst 1.

2.1. The man has called the office to

- A. change the time of the meeting.
- B. cancel the day of the meeting.
- C. confirm the hour of the meeting.

Tekst 2.

2.2. When the speaker arrived at the motel, he immediately

- A. fell asleep.
- B. used the bathroom.
- C. had a meal.

2.3. After disconnecting the alarm clock, the speaker

- A. calmed down.
- B. stayed awake till morning.
- C. plugged the cord in.

Tekst 3.

2.4. Which piece of equipment is the speaker going to buy first?

- A. a refrigerator
- B. a microwave oven
- C. a coffee maker

2.5. The speaker is talking about

- A. selecting equipment for her kitchen.
- B. renovating her whole flat.
- C. changing old kitchen equipment.

___ / 5



READING

ZADANIE 3.

Przeczytaj tekst. Dobierz właściwe zdanie (A-F) do każdej luki (3.1-3.5.). Wpisz odpowiednią literę w każdą lukę.

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

- A In spite of this, Jamie continues with his own successful career as a high-profile chef.
- B These twin objectives led to him opening a restaurant called 'Fifteen' specially to train young chefs.
- C Basically, it requires a great deal of hard work and commitment.
- D Without this, Fifteen would just be another restaurant and without the top-class food, the charity would be just another youth training centre unconnected to the real world of business.
- E To qualify, candidates have to be between sixteen and twenty-four and not in employment, education or training.
- F Michael, himself one of the first graduates, won't put up with any nonsense and hates to see young people wasting their opportunities, so he expects high standards.



More than a restaurant

Famous TV chef Jamie Oliver left school aged sixteen to work in his family's restaurant and later was given his own cookery show. The programme was an instant success and was followed by a best-selling cookbook and more TV series. However, Oliver wasn't only interested in being a celebrity. His aim was to give disadvantaged young people with few job or social opportunities professional training, plus the chance of a successful career. **(3.1.)** _____ Since 2002, over 100 apprentice chefs have graduated and gone on to work in first-rate restaurants.

There is a lot of competition to gain a place as a trainee chef. Each year, up to 100 would-be apprentices are interviewed. **(3.2.)** _____ Many lack confidence, and in extreme cases, their parents or grandparents have applied on their behalf. But instead of looking for the most employable people, interviewers at Fifteen are looking for the least employable ones. They identify the candidates most in need by finding out why things haven't worked out for them and assessing their potential. Sixty candidates are selected initially, and they attend what's called a 'bootcamp' where they do character assessment exercises. Half are then selected for a four-month college course in catering where they learn basic food theory and practical skills. Then a final selection is made and approximately eighteen to twenty new apprentices enter Fifteen's kitchens each spring.

So, what does training in Fifteen's kitchens involve? **(3.3.)** _____ Apprentices get up every

day at 7 a.m. and work in the restaurant from 8 a.m. till 11 p.m. Two days a week are spent at college so that they can obtain a qualification in catering. Three days are spent in the restaurant working and then there is a 'sourcing' day once a week, when they go to food suppliers and learn about how food is grown or raised. For many of them, this is their first time outside their usual environment so the experience of using high-quality ingredients is a real eye-opener.

There is no doubt that being a Fifteen apprentice is challenging, but it works for most of them. The act of taking a simple, uncooked ingredient and turning it into something special has a magical appeal and the apprentices get a real sense of achievement every day. Even so, between three and six fail to complete the training most years and this is partly down to the man in charge of the restaurant. **(3.4.)** _____ Not all the trainers have such a strict approach. They point out that, despite some apprentices being immature and not always having a positive attitude, the main purpose of the scheme is to help people and give them a start in life.

Not many people realise Fifteen is a charity. It's a socially responsible business which raises its own money and puts all profit back into the training programme. **(3.5.)** _____ With so many graduates now working as chefs, Jamie Oliver can be proud of what he has achieved with Fifteen.



ZADANIE 4.

Przeczytaj tekst. Z podanych odpowiedzi (4.1.- 4.5.) wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

4.1. What point does the writer make about bees in the first paragraph?

- A. Everyone is frightened of them.
- B. It's important to take care of them.
- C. They're often misunderstood.
- D. They're difficult to study.

4.2. Why does the writer say that explorers 'don't write reports or give presentations'?

- A. to provide an amusing image for the reader
- B. to make a joke about what bees are unable to do
- C. to explain how people usually pass on information
- D. to compare the bees' method of sharing information with what people do

4.3. According to the writer, why isn't it easy for people 'to put self-interest to one side'?

- A. They are usually rather selfish.
- B. They often have their own ambitions.
- C. They are unable to consider the opinion of others.
- D. They don't want to make decisions with other people.

4.4. What does the underlined 'this' refer to in the fifth paragraph?

- A. The most popular restaurant.
- B. The reason the restaurant is full.
- C. The location of the restaurant.
- D. The result of choosing a particular restaurant.

4.5. What does the underlined phrase 'take a leaf out of their book' mean in the last paragraph?

- A. You should copy the way bees make decisions.
- B. You should read about the way bees behave.
- C. You should learn from the mistakes bees make.
- D. You should avoid making the same choices bees do.



Let's all think about bees ...

Like many people, I've always had a fear of bees. I don't know whether it's how they look, the way they fly, the noise they make – whatever it is, I've usually chosen the easy way and tried to ignore them. Yet I've discovered that this is a short-sighted attitude for any of us to take. It's common knowledge that bees are vital for the environment – they play a crucial role in the circle of life, though total awareness of what they actually do is frequently incomplete or even wrong. Sci-fi stories base whole plotlines on what might happen were the bees to leave the planet, and surprisingly I really enjoy those!

However, there's even more to bees than one might suspect. Apparently, they're great at decision-making – who knew? When bees need to find a new hive, they don't simply fly around looking for any old place. No, they're more sophisticated than that. What they do is send out groups of bees – let's call them 'explorers' – to assess potential places, and report back. Clearly, they **don't write reports or give presentations** – they use particular body movements to explain what they've found. All the bees then make a group decision by going back to each of the most popular sites identified by the explorers and repeating their body movements. When all the bees (the swarm) perform the same movements at the same time in the same place – bingo, that's the site for them. It must be great fun to watch!

Ok – so what do we learn from these bees? One study shows that if they had simply chosen a single site by chance, the swarm might have been left without a hive and would therefore have been exposed to danger. On the other hand, if they had simply followed the initial suggestions of the explorers without doing any follow-up research for themselves, then they might not have achieved the best outcome. The conclusion is that it seems to be a very efficient way of making decisions.

Apparently, we could all learn a thing or two from this process. People in general tend to be poor at making group decisions because things get in the way – time, ego, promotion prospects can all influence the thinking process of individuals within a group. **It's not easy to put self-interest to one side** and make a decision that's in the best interests of everyone. Mr Spock in Star Trek said, 'the needs of the many outweigh the needs of the few' – but how often is that actually the case in real life?

Let's look at some examples of how people make bad decisions. Think about something as simple as the restaurant we choose to go to. If we visit a new town and need to choose a restaurant, knowing nothing about any of them in advance, it's likely that we will choose the one with the most people eating in it. **This** is based on the theory that everyone has chosen to eat there because it's good. But this could be misleading. Everyone there could have followed the same line of thought, but the first people in the restaurant could simply have chosen it by chance. The result – we all make a bad decision and eat bad food. Likewise, if people make their choice simply by wandering around and eating in restaurants they happen to come across, superb restaurants in out-of-the-way locations may not get many customers because people just don't find them.

The bees' approach avoids both these problems. Nature has given them the right mix of independence (they make their own initial choice) and interdependence (they accept the final decision together). So, when drawing conclusions about human behaviour, you should **take a leaf out of their book**. Understanding the way they make decisions can improve the way people make their own group decisions. Obviously, it's a mistake to ignore bees!



USE OF ENGLISH

ZADANIE 5.

Przeczytaj tekst. Z podanych odpowiedzi (5.1.- 5.5.) wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

What is Genealogy?

Genealogy is a branch of history. It concerns family history, (5.1.) than the national or world history studied at school. It doesn't merely involve drawing a family tree, however - tracing your family history can also (5.2.) in learning about your roots and identity. The Internet enables millions of people worldwide to (5.3.) information about their family history, without great (5.4.) People who research their family history often (5.5.) that it's a fascinating hobby which reveals a lot about where they come from and whether they have famous ancestors.

5.1.

- A. instead
- B. rather
- C. except
- D. sooner

5.2.

- A. cause
- B. mean
- C. result
- D. lead

5.3.

- A. accomplish
- B. access
- C. approach
- D. admit

5.4.

- A. fee
- B. price
- C. charge
- D. expense

5.5.

- A. describe
- B. define
- C. remark
- D. regard

___ / 5



ZADANIE 6.

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (6.1.- 6.5.). w każdą lukę można wpisać **maksymalnie pięć** wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

Uwaga: nie zmieniaj formy podawanych wyrazów.

6.1. Joan was in favour of visiting the museum.

IDEA

Joan thought it would be _____ to the museum.

6.2. Arthur has the talent to become a concert pianist.

THAT

Arthur is so _____ could become a concert pianist.

6.3. "Do you know when the match starts, Tom?" asked Mary.

IF

Mary asked Tom _____ time the match started.

6.4. I didn't study so I failed the test.

WOULD

If I'd studied more, I _____ the test.

6.5. Although the weather was terrible, we had a good time.

SPITE

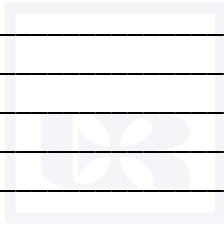
We had a good time _____ weather.

____ / 5

WRITING

- Wyjaśnij, dlaczego postanowiłeś/-łaś zapisać się na ten kurs;
- Opisz osobę prowadzącą zajęcia;
- Przedstaw swoją opinię na temat prowadzenia zajęć;
- Napisz, w jaki sposób wykorzystasz w przyszłości zdobyte już umiejętności.

Guess what? I started a first aid course last Monday.



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PUNKTY ____ / 10



BRUDNOPIS:



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