

# czytanie

## Zadanie 1

Przeczytaj poniższy tekst i zapoznaj się ze zdaniami (1.-5.) podanymi poniżej. Wskaż zakończenie zdania zgodne z treścią tekstu, zakreślając jedną literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

### Speed Reading

Speed reading is very important in today's business and academic world, with all the information that the Internet offers and the many reading tasks managers or students have to do. There is really no choice but to try and read faster and faster! In the last forty years, there has been an explosion of information. We are living the information revolution and that means that a lot of young <sup>10</sup> professionals have to work hard to sort this information and make good use of it. Most of the people who attend speed reading courses and classes have some kind of problem, or believe they have some kind of problem, with their reading. Here are a few of these potential problems.

Lots of people either can't concentrate or only partly concentrate. This can be caused by the effects of their <sup>20</sup> environment on their reading rhythm. This problem is one of the basic speed reading problems and most courses teach people how to avoid it.

Poor eye movement may cause some readers to move their eyes away from the text and then go back to the book or paper. This process takes time and slows their reading down. This problem is also

because of poor mechanical skills.

Some people can't pay attention <sup>30</sup> to what they're reading - they start well but begin to slow down as they read on. This kind of problem typically creates the need to go back to reread some lines over and over again, or the need to read the same sentence a couple of times because you don't understand or forget what you have read.

Reading by heart, when a person reads to himself (either reading the words quietly or out loud), can also cause problems <sup>40</sup> because speed reading is much faster than talking.

Another problem is that lots of people want to remember every single word they read. This also slows the reading process down.

So, what can you do to read faster? You should try to eliminate some of these problems. Here are a few tips.

Think of reading as a 'pick and <sup>50</sup> choose' activity, where you can choose to read the words and phrases that are very important for understanding the text and skip those that are not so important. Try to filter out all the words that have nothing to do with the subject - there will be a lot of

them! All the connecting words, basically words that are there to connect one word with others to make a sentence (TO make <sup>60</sup> A sentence) should be ignored. The 'and', the 'it's', and the others have got to go. Just make yourself blind to these words. Skip over them.

Practicing timed reading is also good. Start a timer and see how much you can read in one minute and how much in five minutes. Check how much of the text you have understood (make sure this is something you are reading for the first time) and try to

beat yourself at this over and over again, <sup>70</sup> until you start to feel that you have moved up a level. Experiment with different texts and try to find books with texts and questions on what you have just read.

Practice makes perfect and this is the most basic thing you should do if you want to read faster and faster. You should see some improvement in two weeks. You should also work on the weaker parts of your reading skills. If you do all these things, <sup>80</sup> you will be on your way to becoming a speed reader.

*Adapted from Jonathan Mayheart, www.articlecity.com*

- In the last forty years,
  - more and more information has appeared.
  - the number of young professionals has got smaller and smaller.
  - there hasn't been a lot of work for young professionals.
  - young professionals have not tried to find good information.
- Some people who attend speed reading courses
  - can't read.
  - think they have a problem but don't really have one.
  - are sure they have lots of problems.
  - live in a bad environment.
- If you want to read faster, you should
  - learn to read by heart.
  - read aloud a lot.
  - read the same texts several times.
  - try to concentrate on the text all the time when you are reading.
- 'Pick and choose'
  - is an activity called 'TO make A sentence'
  - is about only reading words like 'and', 'to', or 'a'.
  - is about only reading words that connect sentences or other words.
  - is about only reading the words without which you wouldn't understand what you were reading.
- If you want to practise timed reading, you should
  - read texts that you have read before.
  - read the whole text in five minutes.
  - check if you understand the text after reading it.
  - always read the same texts.

### Odpowiedzi:

1A, 2B, 3D, 4D, 5C materiały pochodzą z publikacji wydawnictwa ENSET. www.enset.pl

## Zadanie 2

Przeczytaj poniższy tekst. Wskaż, które z podanych informacji (1.-4.) są zgodne z jego treścią (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

### The Cock, the Cat and the Mouse

Once upon a time, a little mouse decided to go and see the world. He packed some food for the journey, carefully locked the door and set off for the unknown. And what a wonderful world he saw! Tall trees, flowers and butterflies he had never set eyes on before. He walked until, feeling tired out, he came to a cottage. After eating some of his packed lunch, he thought he would inspect what, to him, was a strange building. He entered the farmyard and his eyes grew round as saucers: there in front of him were two strange animals he had never seen before! One was large and handsome, with four legs, soft fur and <sup>10</sup> beautiful white whiskers that gave it a quiet, respectable air. It was sleeping against the wall. The other, a two-legged creature, had red, yellow and green feathers and a bad-tempered look. A pair of cruel eyes in a head looked at the little mouse. 'How do you do, sir! How do you do...' began the mouse's greeting (he didn't know the stranger's name). But the creature simply stood up, made a loud 'Cock-a-doodle-doo!' and went towards the mouse, now paralyzed with fear. The little mouse saw the big yellow beak coming at him. 'I must run!' he shouted, turning round and running as fast as his legs would carry him. He saw a hole in the wall and dived into it. Inside, three faces stared at him in <sup>20</sup> amazement. 'Where are you from?' they asked. 'I've come...' said the little mouse breathlessly, '...from far away! Where am I now?' 'This is our home. We're field mice. What happened?' And the little mouse told them about the animals he had met in the farmyard: one handsome and harmless, the other brightly coloured and dangerous. The three field mice laughed. 'Calm down!' they said. 'Have a cup of coffee! Don't you realize the danger you were in? The creature that frightened you is only a cock, but the nice harmless one is our deadliest enemy, the cat! If he'd seen you, you wouldn't be here to tell the story. As you can see, you can't always judge by appearances!'

Adapted from <http://www.cats.alpha.pl/japan.htm>

		TRUE	FALSE
1.	The little mouse liked what he saw during the journey.		
2.	The mouse was surprised to see the animals.		
3.	The mouse was sure that the cat wasn't dangerous.		
4.	The three mice weren't surprised to see another mouse.		

### Odpowiedzi:

1# 1E 1Z 1I

*materiały pochodzą z publikacji wydawnictwa ENSET. [www.enset.pl](http://www.enset.pl)*

### Zadanie 3

Przeczytaj fragmenty tekstu (od 1. do 5.). W pierwszej części zadania dopasuj do każdego z fragmentów tekstu zdanie podsumowujące jego treść (A-F). Wpisz w kratki obok numerów poszczególnych fragmentów tekstu odpowiednie litery. Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnego fragmentu. W drugiej części zadania wskaż, które z podanych informacji (1.-4.) są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

#### Left-handed People

1.  One out of every ten people walking down the street is left-handed. Everywhere they go, left-handed people find tools that were designed for right-handed people. From scissors to video cameras to screw drivers to hockey sticks to baseball gloves, left-handed people have to learn skills to live in a world designed for right-handed people. If you <sup>10</sup> are a right-handed person, try this experiment: try cutting a piece of paper holding the scissors in your left hand! Thankfully, there are companies that make left-handed scissors, left-handed video cameras, and other left-handed things. But it often happens that left-handed people find themselves in situations where they have no choice but to use something designed for right-<sup>20</sup> handed people.

2.  A long time ago, society did not like left-handed people. Young students who preferred using their left hand to write with were punished for doing so. Some of these students eventually learned to write with their right hand, but only after a lot of effort. These days, parents and teachers show more acceptance and understanding towards left-handed people. Students who are <sup>30</sup> left-handed are allowed to continue using their left hand to write in almost every school in the world.

3.  Doctors have tried to find what makes people left-handed or right-handed. They say that left-handed people are left-handed for the same reason that brown-eyed people have brown eyes. It's just one of those things that shows up in one out of every ten people. <sup>40</sup>

4.  Is there is any relationship between left-handed people and creative genius? Some of history's most creative people were left-handed: Leonardo da Vinci; Ludwig van Beethoven; Isaac Newton and Albert Einstein.

5.  It is more difficult for a left-handed person to live in a right-handed world, but left-handed people should know that they are in good company. <sup>50</sup> Beethoven and Einstein had the same problems, too!

*Adapted from Phil Shapiro, www.his.com/pshapiro/stories/menu.html*

#### CZEŚĆ I

- A. Many people are left-handed.
- B. Most objects are made for right-handed people to use.
- C. It's nice to know that a lot of famous people were left-handed.
- D. Why are some people left-handed?
- E. A lot of very clever people were left-handed.
- F. Left-handed people are not seen as strange any more.

#### CZEŚĆ II

		TRUE	FALSE
1.	It is possible to buy left-handed scissors.		
2.	It was easy for students to learn how to write with their right hand.		
3.	Most left-handed people have brown eyes.		
4.	Most left-handed people are very clever.		

#### Odpowiedzi:

1B, 2F, 3D, 4E, 5C / 1T, 2F, 3F, 4F

*materiały pochodzą z publikacji wydawnictwa ENSET. www.enset.pl*