

Przeczytaj uważnie poniższy tekst, z którego usunięto 5 fragmentów zdań. Fragmenty te oznaczono literami i podano w tabeli. Dobierz fragmenty zdań tak, aby powstał spójny i logiczny tekst. W każdą lukę (1.1. – 1.5) wpisz literę, którą oznaczony został brakujący fragment. Dwa fragmenty zdania podane zostały dodatkowo i nie pasują do tekstu. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

In October 2006, Azmi, the 23-year-old bilingual teaching assistant was suspended with pay from her post at school after refusing to remove the Islamic headcovering called "niqab." The local school council said that because of it her "ability to teach the children properly was suffering." For this reason Azmi claimed discrimination and harassment on religious grounds. The dispute went before an employment tribunal where Azmi said she was willing to remove the veil in front of students but not if male colleagues were present. The tribunal ordered the council to pay Azmi a sum of money for "injury to feelings." The school dismissed her and said she could only return if she removed the veil.

1.1, Prime Minister Tony Blair commented that the veil was a "mark of separation" and made people "outside of the community feel uncomfortable." At her press conference in response, Azmi, wearing a full veil, said, "Muslim women who wear the veil are not aliens, and politicians need to recognize that what they say can have dangerous impact on the lives of the minorities they treat as outcasts. Integration requires people like me to be in the workplace so that people can see that we are not to be feared or mistrusted."

Some women wear a loose garment called an "abaya" which drapes the entire body while some only wear a headscarf. Still others, like Azmi, don the niqab. **1.2**, many Muslim women choose not to wear these traditional garbs. So why are a growing number of Muslim women in Western countries choosing to wear the hijab today? According to Sadia Razzak, a student at Holyoke Community College, the hijab is "a part of your identity."

1.3 Huda-Zaynab Abdul-Rahim, a student at Springfield Technical Community College, who said, "I love it (the hijab), and I feel like I can represent Islam." "If guys see you (in the hijab) they respect you." Abdul-Rahim said. Zahra Chaudhry, a senior at South Hadley High School, said the hijab "makes you feel protected." Some people say that the hijab is "old-fashioned" and that by wearing it, Muslim women are "living in the past." On the other hand women who wear hijabs today also carry cell phones, iPods, work in corporations, schools, hospitals, own cars and live in suburban neighborhoods.

1.4. the hijab has been more integrated into modern life in many European countries, a High Court decision last month in Britain will allow schools there to ban pupils from wearing full-face veils on the basis of safety, security or learning. Since 2004, Muslims' headscarves are among the religious symbols banned in France's state schools. But why shouldn't the hijab be permitted in schools? Just as some Christians choose to wear a cross, some Jews choose to wear a Star of David or yarmulke, and some Sikh men choose to wear a turban, some Muslim women choose to wear a hijab.

In an age where women expose their bodies more and more by wearing bikinis, shorts and tank-tops, why is it so hard to accept those women who choose to cover? Perhaps this is because, in the Western world, the scene of a woman in hijab walking down the street is not commonplace; people may not be accustomed to it. **1.5** communication and dialogue is imperative to bridging gaps between people of different ideas and beliefs. Until such a thing happens, we as humans must strive to respect one another's rights and freedoms and be tolerant of differences.

A.	Because	
B.	At the same time,	
C.	After the incident	
D.	This is why	
E.	A similar explanation is offered by	
F.	Regarding	
G.	Despite the fact	

The Republican, by MARIAM AWAISI, Amherst High School, Tuesday, April 17, 2007.

Answer key:

READING

zadanie typu tekst, z którego usunięto zdania. Uczniowie wstawiają brakujące zdania do tekstu z podanych możliwości. W zadaniu są dwie możliwości, które nie pasują do żadnej luki.

Ćwiczenie to uczy uczniów w praktyce jak decydować, które zdanie (część wypowiedzi) pasuje do której luki, np przez rozpoznawanie discourse markers, do czego odnoszą się zaimiki itd.

Uczeń określa związki pomiędzy poszczególnymi częściami tekstu wykorzystując między innymi znajomość wskaźników syntaktycznych (discourse markers).

ROZUMIENIE TEKSTU CZYTANEGO

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1.1 After the incident, Prime Minister Tony Blair commented that the veil was a "mark of separation" and made people "outside of the community feel uncomfortable." At her press conference in response, Azmi, wearing a full veil, said, "Muslim women who wear the veil are not aliens, and politicians need to recognize that what they say can have dangerous impact on the lives of the minorities they treat as outcasts. Integration requires people like me to be in the workplace so that people can see that we are not to be feared or mistrusted."

Some women wear a loose garment called an "abaya" which drapes the entire body while some only wear a headscarf. Still others, like Azmi, don the niqab. **1.2 At the same time**, many Muslim women choose not to wear these traditional garbs. So why are a growing number of Muslim women in Western countries choosing to wear the hijab today? According to Sadia Razzak, a student at Holyoke Community College, the hijab is "a part of your identity."

1.3 A similar explanation is offered by Huda-Zaynab Abdul-Rahim, a student at Springfield Technical Community College, who said, "I love it (the hijab), and I feel like I can represent Islam." "If guys see you (in the hijab) they respect you." Abdul-Rahim said. Zahra Chaudhry, a senior at South Hadley High School, said the hijab "makes you feel protected." Some people say that the hijab is "old-fashioned" and that by wearing it, Muslim women are "living in the past." On the other hand women who wear hijabs today also carry cell phones, iPods, work in corporations, schools, hospitals, own cars and live in suburban neighborhoods.

1.4. Despite the fact the hijab has been more integrated into modern life in many European countries, a High Court decision last month in Britain will allow schools there to ban pupils from wearing full-face veils on the basis of safety, security or learning. Since 2004, Muslims' headscarves are among the religious symbols banned in France's state schools. But why shouldn't the hijab be permitted in schools? Just as some Christians choose to wear a cross, some Jews choose to wear a Star of David or yarmulke, and some Sikh men choose to wear a turban, some Muslim women choose to wear a hijab.

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A.	Because	-
B.	At the same time,	1.2
C.	After the incident	1.1
D.	This is why	1.5
E.	A similar explanation is offered by	1.3
F.	Regarding	-
G.	Despite the fact	1.4.

STEP BY STEP

Dobieranie

1. Przeczytaj tekst.
2. Przeczytaj brakujące fragmenty. Ponieważ są one powiązane z tekstem zarówno co do treści, jak i form gramatycznych - istotne jest uważne przeczytanie zdań poprzedzających i następujących po lukach.
3. Akapit pierwszy to wprowadzenie do tematu.
4. Akapit drugi zaczyna się od reakcji szefa rządu na konkretną sytuację opisaną we wprowadzeniu. → **After the incident** ...
5. Akapit trzeci zawiera dwie przeciwstawne w świecie muzułmańskim stanowiska. → **At the same time** ...
6. Akapit czwarty ukazuje opinie muzułmanek na temat celowości noszenia burek. → **A similar explanation is offered by** ...
7. W akapicie piątym znajdziemy racje Sądu Najwyższego, które mimo oczekiwań wprowadzają ograniczenia, podane są również powody dla takiego stanu rzeczy. → **Despite the fact** ...
8. Akapit szósty jest podsumowaniem problemu ze wskazaniem na konieczność tolerancji w wielu aspektach współczesnego życia. → **This is why**