

Miejsce na identyfikację szkoły

**ARKUSZ PRÓBNEJ MATURY  
Z OPERONEM I BRITISH COUNCIL  
JĘZYK ANGIELSKI  
POZIOM ROZSZERZONY**

**Czas pracy: 150 minut**

**Instrukcja dla zdającego**

1. Sprawdź, czy arkusz egzaminacyjny zawiera 14 stron (zadania 1.–10.). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 25 minut. Materiał do odsłuchania nagrany jest na płycie CD.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
5. Pamiętaj, że zapisy w brudnopisie nie podlegają ocenie.
6. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL.
7. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem ○ i zaznacz właściwe.
8. W zadaniach 1.–7. oceniane będą tylko odpowiedzi zaznaczone na karcie odpowiedzi znajdującej się na końcu arkusza.

***Życzymy powodzenia!***

Za rozwiązanie  
wszystkich zadań  
można otrzymać  
łącznie **50 punktów**.

Wpisuje zdający przed rozpoczęciem pracy

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**PESEL ZDAJĄCEGO**

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**KOD  
ZDAJĄCEGO**

Arkusz opracowany przez Wydawnictwo Pedagogiczne OPERON. Arkusze Próbnej Matury z j. angielskiego były dodatkowo konsultowane przez ekspertów British Council, patrona merytorycznego akcji.  
Kopiowanie w całości lub we fragmentach bez zgody wydawcy zabronione.

### Zadanie 1. (0–3)

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

#### Tekst 1.

##### 1.1. The speaker

- A. expresses agreement with the author's claims and arguments.
- B. introduces listeners to a certain publication.
- C. gives her personal view on human progress.

#### Tekst 2.

##### 1.2. The man talks about

- A. unfortunate consequences of a certain decision.
- B. the advantages of renting a house over buying one.
- C. certain aspects of living in two different climate zones.

#### Tekst 3.

##### 1.3. Which is true about the speakers?

- A. They are currently on a trip to Toronto together.
- B. They are having a face-to-face conversation.
- C. They are in two different locations.

### Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat pracy. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.

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

#### This speaker mentions:

- A. a person who helps him/her solve his/her work-related problems.
- B. the amount of time he/she spends daily on getting to work.
- C. why he/she stopped working from home.
- D. the reason why he/she reduced the number of days spent at work.
- E. the disadvantages of working from home.

2.1.	2.2.	2.3.	2.4.

### **Zadanie 3. (0–5)**

Usłyszysz dwukrotnie wywiad na temat pewnej książki. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C lub D.

**3.1. The book that the man is going to review**

- A. proposes a classical approach to current topics.
- B. can be best described as a personal journal.
- C. can't be clearly defined in terms of its genre.
- D. is yet another book touching on a familiar subject.

**3.2. While pretending to be a badger, Charles Foster**

- A. occupied a hole in the ground.
- B. avoided following this animal's diet.
- C. tried to remain in an upright position.
- D. did so without knowing much about this animal.

**3.3. From the text we learn that otters**

- A. are rarely found in lakes.
- B. are often hunted by dogs.
- C. are not keen on consuming live fish.
- D. devote most of their time to one activity.

**3.4. Charles Foster's life was highly endangered when he wanted to live the life of**

- A. a red deer.
- B. a badger.
- C. an otter.
- D. a swift.

**3.5. Answering the last question, the man**

- A. encourages the listeners to read books similar to his one.
- B. mentions the educational aspect of the book.
- C. underlines the lack of humour in the book.
- D. gives some suggestions to the author.

***PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. NA KARTĘ ODPOWIEDZI!***

## Zadanie 4. (0–4)

Przeczytaj tekst, który został podzielony na trzy części (A–C), oraz pytania go dotyczące (4.1.–4.4.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.

Uwaga: jedna część tekstu pasuje do dwóch pytań.

In which paragraph does the author		
4.1.	mention a place where a record of a certain gesture can be seen?	
4.2.	give three names for the body language expression of the same idea?	
4.3.	mention an object thanks to which a certain gesture may have come into being?	
4.4.	speculate about the possible origins of two very similar gestures?	

### THE HISTORY OF HAND GESTURES

#### A.

Hand gestures are, of course, often culturally bound and can vary from group to group. But there are a few of them which, if not universal, are very common around the world. The salute, for example, a gesture most associated with the military, may have originated in the 18<sup>th</sup> century. The Grenadier Guards, one of the oldest regiments of the British Army, used helmets in the form of cones. These were held in place by chinstraps. It was difficult to raise your helmet when greeting someone, so the soldiers simply touched their head with one short movement of the hand before quickly putting it back down again at their side.

#### B.

The high-five hand gesture is almost universally used as a celebration. Many see its beginnings in baseball. Two US teams lay claim to inventing the high five: the Los Angeles Dodgers in 1977 and the Louisville Cardinals in 1978. It's quite likely that it was neither, and the gesture might have a much earlier origin again. It is very similar to a 1920s Jazz Age gesture known as the "low five", or "giving skin". This gesture involved people slapping each other's lower hands, also in celebration. There are, in fact, numerous references to the low five in films of the era. Perhaps the high five is just an evolution of that gesture.

#### C.

And finally – the handshake. It dates back as a greeting at least as far as Ancient Greece. In the Acropolis Museum in Athens, the base of one of the columns shows goddess Hera shaking hands with Athena, the goddess of wisdom and courage. It's thought that shaking hands, rather than bowing or curtsying, showed both parties as equals. In 17<sup>th</sup>-century marriage portraits in England we find many examples of handshakes between husband and wife. Now, of course, the handshake has a multitude of uses: meeting, greeting, parting, offering congratulations, expressing gratitude or completing an agreement. In sports or other competitive activities, it's also done as a sign of good sportsmanship. In this way, the gesture has not strayed from its original meaning to conveying trust, respect and equality.

*adapted from <https://learnenglish.britishcouncil.org>*

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

### **Zadanie 5. (0–4)**

**Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w luki (5.1.–5.4.) litery, którymi oznaczono brakujące fragmenty (A–E), tak aby otrzymać logiczny i spójny tekst.**

**Uwaga:** jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

#### **15,000 SPACE ROCKS AND COUNTING**

Every single day, the Earth is bombarded by more than 100 tons of dust and sand-sized particles. **5.1.** \_\_\_\_\_ Every 2,000 years, a space rock the size of a blue whale hits the Earth. And once every few million years, an object large enough to threaten humanity's future comes along. But don't fear, all sorts of wacky methods have been devised to keep the Earth safe from these rare cosmic threats. **5.2.** \_\_\_\_\_ However, to stand a chance of protecting Earth from a deadly impact, we first need to discover and monitor all asteroids that pose a threat. Scientists around the world have been working hard to do this. So far, 15,000 so-called 'Near-Earth Objects' have been discovered – with many more to go. But what exactly are asteroids? **5.3.** \_\_\_\_\_ Some of them are so big they have their own moons! Near-Earth objects, or NEOs, are asteroids or comets whose orbits come close to ours, meaning they could hit our planet. We believe that 90% of the largest NEOs have been discovered. But only 10% of medium-sized NEOs have been located, and 99% of the smallest rocks are still flying around the Solar System undetected. **5.4.** \_\_\_\_\_ To do this, telescopes carry out automatic surveys of the entire sky each night, to make sure we don't become a cosmic target practice!

*adapted from <https://www.unawe.org>*

- A.** These range from blowing the asteroids up using nuclear weapons to hitting them with spacecraft to knock them off their collision course.
- B.** Scientists are bound to discover some methods that'll protect the Earth from the particularly big asteroids once they've been spotted. But most of them believe that such collisions won't ever happen.
- C.** The chance that one of the 15,000 NEOs we've discovered will impact the Earth in the next 40 years is very small. However, it's crucial to watch them closely to check they maintain their course.
- D.** Well, they're chunks of rock and metal left over from when our Solar System formed. Most can be found between Mars and Jupiter, a region of space we call the Asteroid Belt.
- E.** That's the same as the weight of 14 elephants. Once a year, an asteroid the size of a car hits Earth's atmosphere and burns up as a giant fireball before reaching the ground.

***PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!***

## Zadanie 6. (0–5)

Przeczytaj dwa teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D.

### Tekst 1.

#### HOW WOLVES CHANGE RIVERS

One of the most exciting scientific findings of the past half century has been the discovery of widespread trophic cascades. A trophic cascade is an ecological process which starts at the top of the food chain and tumbles all the way down to the bottom. And the classic example is what happened in the Yellowstone National Park in the United States when wolves were reintroduced in 1995.

We all know that wolves kill, but perhaps we're less aware that they also promote life. Before the wolves turned up, they'd been absent for 70 years, but the numbers of deer, because there had been nothing to hunt them, had built up and they'd managed to reduce much of the vegetation there to almost nothing.

But as soon as the wolves arrived, even though they were few in number, they immediately affected the environment around them. First, they killed some of the deer but that wasn't the major thing. Much more significantly, they radically changed the behaviour of the deer. The deer started avoiding certain parts of the park – and immediately those places started to regenerate. In some areas, the height of the trees quintupled in just six years. And as soon as that happened, the birds started moving in. The number of beavers went up and the dams they built in the rivers provided habitats for reptiles and amphibians. The wolves killed coyotes and as a result of that the number of rabbits and mice began to rise, which meant more hawks, more weasels, more foxes...But here's where it gets really interesting.

The wolves changed the behaviour of the rivers. They began to meander less. There was less erosion. More pools formed. All of which were great for wildlife habitats. The rivers changed, too. And the reason was that the regenerating forests stabilised the banks, so they collapsed less often, so the rivers became more fixed in their course.

This is how the wolves, small in number, transformed not just the ecosystem of the Yellowstone National Park – this huge area of land – but also its physical geography.

*adapted from <https://learnenglish.britishcouncil.org>*

#### 6.1. In the first paragraph the author of the text gives

- A. a definition of a certain process.
- B. different examples to support a claim.
- C. an explanation for certain species' behavior.
- D. some advantages of various trophic cascades.

#### 6.2. Which is true about wolves in Yellowstone National Park?

- A. It took a very long time to see the influence of wolves on the park ecosystem.
- B. Their presence tends to be regarded as only harmful.
- C. Their behavior has changed thanks to deer behavior.
- D. They were reintroduced in large numbers.

#### 6.3. Since the wolves were reintroduced to the park

- A. the number of mice has fallen.
- B. the forests have lost some of their thickness.
- C. the number of coyotes has decreased.
- D. the hawk population has practically disappeared.

**Tekst 2.**

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A few minutes later, Henry, who was travelling behind the sled, emitted a low, warning whistle. Bill turned and looked, then quietly stopped the dogs. To the rear, from around the last bend and plainly into view, on the very trail they had just covered, trotted a furry, slinking form. Its nose was to the trail, and it trotted with a peculiar, sliding, effortless gait. When they halted, it halted, throwing up its head and regarding them steadily with nostrils that twitched as it caught and studied the scent of them. "It's the she-wolf," Bill finally decided.

The dogs had lain down in the snow, and he walked past them to join his partner in the sled. Together they watched the strange animal that had pursued them for days and that had already accomplished the destruction of half their dog-team.

After a searching scrutiny, the animal trotted forward a few steps. This it repeated several times, till it was a short hundred yards away. It paused, head up, close by a clump of spruce trees, and with sight and scent studied the outfit of the watching men. It looked at them in a strangely wistful way, after the manner of a dog; but in its wistfulness there was none of the dog affection. It was a wistfulness bred of hunger, as merciless as the frost itself.

It was large for a wolf, its gaunt frame advertising the lines of an animal that was among the largest of its kind. "Kind of strange colour for a wolf," was Bill's criticism. "I never seen a red wolf before. Looks almost cinnamon to me."

The animal was certainly not cinnamon-coloured. Its coat was the true wolf-coat. The dominant colour was grey, and yet there was to it a faint reddish hue – a hue that was baffling, that appeared and disappeared, that was more like an illusion of the vision, now grey, distinctly grey, and again giving hints and glints of a vague redness of colour not classifiable in terms of ordinary experience.

"Looks for all the world like a big husky sled-dog," Bill said. "I wouldn't be surprised to see it wag its tail."

"Hello, you husky!" he called. "Come here, you whatever-your-name-is."

"Ain't a bit scared of you," Henry laughed.

Bill waved his hand at it threateningly and shouted loudly; but the animal betrayed no fear. The only change in it that they could notice was an accession of alertness.

*adapted from White Fang by Jack London*

**6.4. Which is true about the animal which the men have noticed?**

- A. It looks as if it had recently eaten something.
- B. It's difficult to identify its species explicitly.
- C. There's nothing unusual with its fur.
- D. It looks friendly and approachable.

**6.5. Which is the best title for the text?**

- A. UNDESIRABLE TRAVEL COMPANION
- B. TWO MEN AND THEIR LOST DOG
- C. LONESOME JOURNEY
- D. DOG'S DISCOVERY

***PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!***

### Zadanie 7. (0–4)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B, C lub D.

#### MINDFULNESS

Have you ever driven somewhere and realised when you arrived that you couldn't really remember anything about the journey? Or have you ever eaten a whole packet of biscuits when you were planning 7.1.\_\_\_\_\_ one? All of these are examples of mindlessness. When we live this way, we are not fully awake and not fully living our lives. When we are mindful, we are more conscious of our thoughts, our actions and what is happening around us. We might notice a beautiful sunset or listen carefully to what a friend is saying, 7.2.\_\_\_\_\_ plan what we're going to say next. Research shows that mindfulness reduces stress and depression. It can help you to concentrate, have a better memory and to think more 7.3.\_\_\_\_\_. A very simple technique that you could try right now is to close your eyes for a minute and count how many sounds you can hear. It 7.4.\_\_\_\_\_ you to slow down and focus on the present moment, and there are plenty of other ideas you can find online if you want to try mindfulness for yourself.

*adapted from <https://learnenglish.britishcouncil.org>*

7.1.

- A. for having
- B. to have had
- C. be having
- D. to only have

7.3.

- A. clearly
- B. likely
- C. rightly
- D. truthfully

7.2.

- A. rather than
- B. instead
- C. except
- D. if not

7.4.

- A. makes
- B. forces
- C. lets
- D. demands

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**



### **Zadanie 8. (0–4)**

**Uzupełnij każdą lukę (8.1.–8.4.) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

#### **CHARITY SHOPS**

Charity Shops in the UK are small shops which sell items donated by the public, and the money made helps such charities to continue their valuable work. Charity shops are usually run by people who **8.1.** \_\_\_\_\_ (**VOLUNTEER**) give their time in order to help the charity. Shopping in charity shops has many benefits, for the charity, and for the **8.2.** \_\_\_\_\_ (**SHOP**) themselves! Firstly, items sold there are generally a lot cheaper than in high street stores. You can always find a bargain, from a new top to a pair of shoes, a handbag to a piece of jewellery. Secondly, if a charity shop has a lot of donations coming in, they generally change the stock on a daily basis, which means that there is always a **8.3.** \_\_\_\_\_ (**VARY**) of items to choose from. Thirdly, you can find interesting treasures in charity shops. Especially when it comes to bric-a-brac items. Finally, knowing that the money you are spending in charity shops is going to a good cause makes shopping there a really **8.4.** \_\_\_\_\_ (**REASON**) activity. There are many charities in the UK which rely on charity shops to fund what they do. The main ones in the UK are Sue Ryder Care, which needs money to keep their homes open, Cancer Research UK, the RSPCA and Oxfam.

*adapted from <https://learnenglishteens.britishcouncil.org>*

### **Zadanie 9. (0–4)**

Każde zdanie z luką uzupełnij wyróżnionym wyrazem, tak aby zachować sens zdania wyjściowego (9.1.–9.4.). W każdą lukę możesz wpisać maksymalnie pięć wyrazów, łącznie z wyrazem już podanym. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

Uwaga: nie zmieniaj formy podanych wyrazów.

**9.1.**

I don't want him to buy a new car. The old one is still quite OK.

**RATHER**

I'd \_\_\_\_\_ a new car. The old one is still quite OK.

**9.2.**

They don't permit me to say anything about my job.

**ALLOWED**

I \_\_\_\_\_ say anything about my job.

**9.3.**

I'm not strong enough to carry that cabinet.

**HAVE**

I don't \_\_\_\_\_ to carry that cabinet.

**9.4.**

The shop was so crowded and stuffy that one of the customers fainted.

**PASSED**

One of the customers \_\_\_\_\_ it was so crowded and stuffy in the shop.

### **Zadanie 10. (0–13)**

**Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zakreśl numer wybranego tematu.**

1. W twojej okolicy znajduje się duży, zaniedbany teren. Władze miasta poprosiły mieszkańców o sugestie dotyczące zagospodarowania tego miejsca. Napisz **list** do władz miasta, w którym przedstawisz i uzasadnisz swój pomysł na zagospodarowanie tego terenu.
2. Wielu młodych ludzi wyjeżdża na studia do innych miast i staje przed problemem wyboru zakwaterowania na czas nauki. Jedną z możliwych opcji jest zamieszkanie w akademiku. Napisz **rozprawkę**, w której przedstawisz wady i zalety tego typu zakwaterowania.

### **CZYSTOPIS**

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Zgodność z poleceniem					Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
0-1-2-3-4-5					0-1-2	0-1-2-3	0-1-2-3	
Elementy treści (0-1-2)					Elementy formy (0-1)			
1	2	3	4	5	1	2	3	4





