

KOD ZDAJĄCEGO

symbol klasy			symbol zdającego		

**PRÓBNY EGZAMIN MATURALNY
Z NOWĄ ERĄ****JĘZYK ANGIELSKI – POZIOM ROZSZERZONY** dysleksja**Instrukcja dla zdającego**

1. Sprawdź, czy arkusz egzaminacyjny zawiera **15** stron (zadania **1–10**) i kartę odpowiedzi. Ewentualny brak stron zgłoś nauczycielowi nadzorującemu egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
3. Rozwiązania zadań zaznacz na karcie odpowiedzi w części przeznaczonej dla zdającego, zamalowując odpowiedni **■**. Jeśli się pomylisz, błędne zaznaczenie otocz kółkiem **○** i zaznacz inną odpowiedź.
4. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
5. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
6. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
7. Na tej stronie i na karcie odpowiedzi wpisz swój kod.
8. Nie wpisuj żadnych znaków w części przeznaczonej dla osoby sprawdzającej.

STYCZEŃ 2021**Czas pracy:
150 minut****Liczba punktów
do uzyskania: 50*****Powodzenia!***

Zadanie 1. (0–3)

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

Tekst 1.

1.1. What is the subject of the message?

- A. Emergency procedures.
- B. Advisory consultations.
- C. Crime prevention.

Tekst 2.

1.2. Wendy is interested in

- A. booking cheap accommodation in Iceland.
- B. comparing different means of transport in Iceland.
- C. getting the best deal for touring round Iceland.

Tekst 3.

1.3. Which of the following is stated in the text as a fact, and not as an opinion?

- A. About 20,000 trees have been replanted on the island.
- B. A highly qualified team was employed in the project.
- C. The island was beautiful despite its devastation.

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat ogrodów zoologicznych. 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. the cost of keeping wild animals in a zoo.
- B. the reasons why some species are endangered.
- C. certain situations when animals are abused by people.
- D. some old-fashioned ideas still visible in zoos today.
- E. an initiative aimed at protecting native wild animals.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–5)

Usłyszysz dwukrotnie wywiad z reporterem telewizyjnym. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.

3.1. TV reporters will succeed if they

- A. share the news with different stations.
- B. keep making up new stories.
- C. always desire to know more and more.
- D. focus their interests on politics.

3.2. Which TV reporting skills are the most important according to the text?

- A. Learning skills.
- B. Communication skills.
- C. Behind-the-scenes skills.
- D. Production and technology skills.

3.3. Which is NOT mentioned by Samuel when he talks about learning?

- A. The more professional courses you attend, the more you learn.
- B. You must not avoid the opportunity to discuss matters thoroughly.
- C. You will not count in the job without completing recognised higher education.
- D. Only experienced teachers can provide you with the best knowledge.

3.4. According to Samuel, a TV reporter must be ready to

- A. stop 'going above and beyond'.
- B. get used to working from 9-to-5.
- C. forget the standard workday.
- D. quit working overtime.

3.5. This talk focuses on

- A. the benefits of working as a TV reporter.
- B. advice on how to find a capable reporter.
- C. an overview of the best techniques when reporting.
- D. the skills necessary for reporting.

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.	underline how the advantages of solar tiles outweigh the disadvantages?	
4.2.	explain how the tiles work in order to produce an electrical current?	
4.3.	give instructions on how to mount and maintain the solar tiles?	
4.4.	present the differences between two methods of capturing solar energy?	

SOLAR ROOFS

- A.** Solar tiles are formed of photovoltaic cells that use sunlight to create an electrical field capable of providing energy for use inside a building. Each tile is connected by cables to a power distribution board. The tiles are similar to the photovoltaic panels that are already widely used in construction. The primary difference between them lies in their assembly. Whereas photovoltaic panels are attached to an existing roof, solar tiles are part of the roof's construction from the very beginning. In other words, they take the place of regular tiling. In order for them to operate effectively, it is necessary to install an inverter. This changes the energy captured by each tile into electricity.
- B.** The amount of electricity gained through solar energy is directly related to the amount of sunlight that the tiles absorb. This is obviously dependent on the climate and the roof angle. Sunny days, of course, are more energy-efficient than cloudy ones. To ensure maximum efficiency, it is essential to maintain and clean the tiles. In addition, it's recommended to choose solar tiles that are positioned flat next to each other (unlike traditional ceramic tiles). Such a combination prevents the creation of areas of shadow, which don't capture sunlight. The installation of photovoltaic tiles should always be considered when building a house from scratch.
- C.** Solar tiles are an excellent source of renewable energy for regions with guaranteed sunshine. They can be visually attractive but at the same time discreet, since they are part of the roof design and not installed later. Therefore, they are a good option for buildings under renovation, for example, in historically sensitive areas. The drawback is that there are still only a few solar tile manufacturers and fewer skilled workers trained in their installation. The costs are high but, after five years, solar tiles will begin to produce considerable savings. It's possible that this method of energy production will eventually be found in many types of buildings, including homes.

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.

LONGER SLEEP

Scientists believe that the ‘body clock’, which manages the cycle of sleep and wakefulness, changes in adolescence. **5.1.** ____ It’s like they’re in a different time zone, so they often have to get up before their body clock is ready, because that is the way the adult world works. So most teenagers end up feeling sleep-deprived.

Sleep experts are warning of an epidemic of sleep deprivation among school-aged children. Together with some educational authorities, they want to introduce changes to school hours in order to give adolescents the chance to stay in bed longer. **5.2.** ____ What is more, the negative effects of lack of sleep are about four times higher than the effects of smartphone usage. Teenagers need to go back to basics: more focus on sleep, physical activity and diet.

The French Education Minister has recently approved a proposal to adjust the start of the school day for students aged 15–18 in Paris. This means they will now start at 9.00. **5.3.** ____ The Paris decision was approved by other scientists as a good thing for teenagers. They examined the rise in sleep-related problems among teenagers and suggested lesson times should begin later, bringing young people more into line with their biological rhythms.

5.4. ____ The school day is designed to mirror the standard working day. The bottom line is that school management is very interested in any approach that may have a positive impact on pupils’ learning, but there are significant logistical barriers connected to changing the school day, especially for working families.

- A. A change in school hours would be beneficial to teenagers, but it would take a massive campaign for it to happen.
- B. But there was not enough “hard evidence” to justify the “drastic step” of changing the schedules.
- C. According to them, adequate sleep is the strongest factor in the wellbeing and mental health of teenagers, and any shortage is linked to poor educational results, anxiety and obesity.
- D. The sleep-wake rhythm shifts by two hours in teenagers, which means that they are wired to go to sleep and wake up later.
- E. It followed the publication of a study of teenagers in Seattle which found a “significant improvement in the sleep duration of students” when the start of the school day was delayed by almost an hour.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–5)

Przeczytaj dwa teksty na temat akwenów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

Tekst 1.

The Dead Sea is of historical, medical and industrial value, which makes it a cultural, environmental and economic treasure. The sea's natural beauty and mineral-rich black mud also provide tourist revenue. The Dead Sea is one of the world's saltiest bodies of water; the deeper you go, the saltier it gets. People's bodies are more buoyant in the Dead Sea because of the high concentration of dissolved mineral salts. Rather than swim, bathers simply float on the surface.

The Dead Sea's primary water source is the River Jordan. However, the Dead Sea is shrinking, revealing a lunar landscape with some spectacular salt sculptures, gaping sinkholes and craters. This process started in the 1960s, when water began to be diverted from the River Jordan for irrigation and other purposes. Before 1967, the Dead Sea lake shore was just a 10-minute walk from some people's houses. Now it takes an hour. Experts say that water levels are falling by more than one metre a year, and have warned that the sea could dry out completely within the next 30 years.

According to some scientists, only the sea can fill up the Dead Sea. As a result, the idea of refilling the Dead Sea via a pipeline has been raised. After using the Red Sea water to produce drinking water, any remaining liquid, which is highly saline, will be sent by pipeline to replenish the Dead Sea, powering two hydroelectric plants along the way. Unfortunately, geopolitical tensions have for many years delayed efforts to begin the ambitious project. But the end of the latest diplomatic dispute may now be in sight. For all the countries involved, the Red Sea-Dead Sea project is a national security issue, which, in essence, is what access to water is.

6.1. The Dead Sea faces a serious threat because

- A. it is no longer adequately supplied by the river.
- B. a thick layer of salt covers the shore.
- C. houses close to the sea may lack drinking water soon.
- D. the level of its salt content has reduced.

6.2. The Red Sea-Dead Sea project has not been started

- A. because it is too scientifically controversial to be acceptable.
- B. but further negotiations will, hopefully, be continued.
- C. although all the countries involved have already agreed on it.
- D. due to some unexpected delays related to national security.

Tekst 2.

When I was a child, my dad bought a cabin in Maine, where there are miles of sandy beaches. All year long you will find tough surfers out on the water there. In winter they climb over the snow banks to get to the surf, and in summer they are up at the crack of dawn to get some good waves before the life guards show up and restrict where, when, and how far out they can go.

Every year we looked forward to the beach, and after a few years of swimming lessons, I could swim like a fish. Then I realised that, while had I taught myself how to swim, I had never learned to dive into deep water. Consequently, I didn't trust the water enough and often panicked. In all my years of surf kayaking, I always wore a life jacket. In the Gulf of Maine, with its ice-cold water straight from the North Pole, I also needed to wear a wetsuit most of the time.

The summer after I learnt to dive, we went to the cabin as always, where we discovered that we had timed our visit perfectly. A hurricane had just passed by off shore, so when we got there it was scorching hot, and the surf was high. The life guards had made everyone move off the beach because people on a cliff had been washed out to sea by a huge wave earlier that day. Luckily, the surf was still up, so when I got the chance, I took the surf kayak out and headed for the break.

I'd never seen such fast and steep waves before. The surf was so foamed up that the water seemed deeper when the kayak sank into the top of the wave. Several times I went under, hit bottom, and launched myself back up to the top. I was fighting my panic. Over and over again, I had to force myself to be calm and get back to the surface, where I could get my next breath. My lungs hurt. I wondered if the life guard could see me. Just before the next wave crashed over me, I saw the heads of a group of swimmers. While they weren't any help to me, they let me know that I had returned to an area where I could touch bottom and stay above the waves.

My arms hurt, and my legs were shaking. A boy brought my paddle over and then pointed to my kayak far off to my right. I was so exhausted that I didn't care if I never saw it again. I thanked him and went back to the place where my parents were waiting. My dad couldn't believe I was back already. I had been gone about ten minutes. As I sat there, I realised the decision to not go back and get the life jacket I had left at the cabin had almost cost me my life. The only reason I probably did survive was thanks to the flotation provided by my wetsuit. Otherwise, I wouldn't have been able to keep my head up after being smashed under by the waves.

I wasn't the only one to have such a dramatic day. One surfer came in with a bloody nose, and another came in with his board broken in half. But I did go back into the surf after I'd had something to eat and relaxed a bit. This time, however, I put a life jacket on, went into the water, did a quick 180°, and rode the fastest hurricane force waves ever.

6.3. Which is TRUE about the author of the text?

- A. He used to swim and dive better when he was younger.
- B. He regretted not having listened to the life guards.
- C. He managed to get back to the shore without assistance.
- D. He was discouraged from surfing on high waves.

6.4. Which is the best title for the story?

- A. HOW I FOUGHT THE HURRICANE
- B. SAVED BY MY FAMILY
- C. I WISH I HAD LEFT MY LIFE JACKET BEHIND
- D. THE TIME I ALMOST DROWNED

6.5. Both Text 1 and Text 2 show how people

- A. stay alive thanks to water.
- B. exploit natural supplies of water.
- C. realise how powerful water is.
- D. should protect water resources.

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 jedną z liter: A, B, C albo D.

AWESOME LOFT IN NEW YORK

When Meg was on the hunt for a new apartment, she 7.1. _____ one that she had, oddly enough, attended a party at more than 15 years beforehand. ‘I immediately remembered having been there. It was all quite different back then, and the space had been through many eras,’ she said. 7.2. _____ was it a blast from the past, but it came with a pretty awesome history, too. The loft had once been home to a famed American photographer. Her evocative photography has been challenging identity stereotypes for over 30 years and has been 7.3. _____ in numerous magazines and galleries. As if this weren’t cool enough, she 7.4. _____ from home. ‘In fact, what’s now my coatroom was once her darkroom,’ Meg said.

7.1.

- A. bumped into
- B. turned up
- C. came across
- D. ran down

7.2.

- A. Not only
- B. Neither
- C. If only
- D. Either

7.3.

- A. immersed
- B. featured
- C. manufactured
- D. developed

7.4.

- A. was using work
- B. used to work
- C. used to working
- D. was used for working

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

IMPERATIVE REGRET

Unlike disappointment and sadness, regret comes with a sense of personal responsibility, and possibly guilt, for having **8.1.** _____ a particular choice. The crazy thing about regret is that it sometimes seems impossible to avoid, **8.2.** _____ we ought to simply get used to the unpleasant feeling. There is a **8.3.** _____ that reads, “If we have goals and dreams and we want to do our best, and if we love people and we don’t want to hurt them or lose them, we should feel pain when things go wrong. The point isn’t to live **8.4.** _____ any regrets, the point is not to hate ourselves for having them.”

Zadanie 9. (0–4)

Uzupełnij zdania 9.1.–9.4., wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

9.1. I would rather you (*stop / buy*) _____
so many tea cups because you don't have enough space to store them.

9.2. They didn't realise they (*be / observe*) _____
for many years.

9.3. Henry can't help (*feed / son*) _____
a spoon because he is still unable to manage on his own.

9.4. She (*dress / sew*) _____
this week so that it will be ready a month before her wedding.

Zadanie 10. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymagania typowe dla formy wskazanej w poleceniu. Zaznacz temat, który wybrałeś(-aś), zakreślając jego numer.

1. Opieka nad młodszym rodzeństwem lub dziećmi sąsiadów może być ważnym doświadczeniem lub źródłem problemów w życiu młodego człowieka. Napisz **rozprawkę**, w której przedstawisz zalety i wady takiego zajęcia.
2. Korzystanie z aplikacji mobilnych ułatwia życie. Napisz **artykuł**, w którym przedstawisz, w jaki sposób młodzież korzysta z tych narzędzi, i zrecenzujesz swoją ulubioną aplikację.

CZYSTOPIS

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BRUDNOPIS (*nie podlega ocenie*)

WPISUJE ZDAJĄCY

KOD ZDAJĄCEGO

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symbol klasy	symbol zdającego

KARTA ODPOWIEDZI

Nr zad.	Odpowiedzi				
1.1	A	B	C		
1.2	A	B	C		
1.3	A	B	C		
2.1	A	B	C	D	E
2.2	A	B	C	D	E
2.3	A	B	C	D	E
2.4	A	B	C	D	E
3.1	A	B	C	D	
3.2	A	B	C	D	
3.3	A	B	C	D	
3.4	A	B	C	D	
3.5	A	B	C	D	
4.1	A	B	C		
4.2	A	B	C		
4.3	A	B	C		
4.4	A	B	C		

Nr zad.	Odpowiedzi				
5.1	A	B	C	D	E
5.2	A	B	C	D	E
5.3	A	B	C	D	E
5.4	A	B	C	D	E
6.1	A	B	C	D	
6.2	A	B	C	D	
6.3	A	B	C	D	
6.4	A	B	C	D	
6.5	A	B	C	D	
7.1	A	B	C	D	
7.2	A	B	C	D	
7.3	A	B	C	D	
7.4	A	B	C	D	

WYPEŁNIA SPRAWDZAJĄCY

Nr zad.	Liczba punktów	
	0	1
8.1	<input type="checkbox"/>	<input type="checkbox"/>
8.2	<input type="checkbox"/>	<input type="checkbox"/>
8.3	<input type="checkbox"/>	<input type="checkbox"/>
8.4	<input type="checkbox"/>	<input type="checkbox"/>

Nr zad.	Liczba punktów	
	0	1
9.1	<input type="checkbox"/>	<input type="checkbox"/>
9.2	<input type="checkbox"/>	<input type="checkbox"/>
9.3	<input type="checkbox"/>	<input type="checkbox"/>
9.4	<input type="checkbox"/>	<input type="checkbox"/>

Nr zad.	Kryterium	Liczba punktów					
		0	1	2	3	4	5
10	Zgodność	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spójność	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Zakres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Poprawność	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		