

Miejsce na identyfikację szkoły

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

POZIOM ROZSZERZONY

Czas pracy: 150 minut

2021/2022

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.

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

Życzymy powodzenia!

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 woman

- A. encourages the man to take up yoga.
- B. explains a certain controversy around yoga.
- C. advises the man on how to practise yoga correctly.

Tekst 2.

1.2. The woman informs James that

- A. his professional skills are needed in another department.
- B. he will be permanently moved to another department.
- C. his working hours will be substantially shorter.

Tekst 3.

1.3. The man is talking about

- A. advantages of cash over cashless payments.
- B. an idea introduced by a certain government.
- C. an emerging tendency and reasons for its appearance.

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat wyzwań w 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

- A. utilised his employer's precious advice.
- B. acted quickly in order to solve a transportation issue.
- C. explained to his/her boss how work should be prioritised.
- D. contributed to introducing a working system of communication among people.
- E. misunderstood the intentions of the person he/she had an encounter with.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–5)

Usłyszysz dwukrotnie rozmowę na temat nowinek technologicznych. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C lub D.

3.1. Which is true about the wingsuits?

- A. The first ever wingsuit flying championship will soon be held in China.
- B. They will probably be less pricey in the near future.
- C. They haven't been modernised for some time.
- D. The speaker has recently purchased one.

3.2. In order to finish the solar water distiller, the designers need more

- A. time to build it.
- B. financial funding.
- C. places which may need it.
- D. experts to work with them.

3.3. The gloves which the man is talking about, may be particularly useful for

- A. students of technology.
- B. people with hearing problems.
- C. people who know sign language.
- D. people who speak in public often.

3.4. The students at MIT invented

- A. a new hair product.
- B. a type of glass bottle.
- C. a type of plastic container.
- D. a way to stop leaving leftovers in containers.

3.5. The man's favourite invention comes from the world of

- A. art.
- B. health.
- C. sports.
- D. photography.

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 the ways an individual can tackle the problem of water shortage?	
4.2.	give examples of activities some people are unable to undertake?	
4.3.	propose how the efficiency in using water can be increased?	
4.4.	give scientific data concerning the human body?	

WATER = LIFE

A.

Water is vital. Between 55 and 60 per cent of the adult body is made of it and every living cell needs it to keep functioning. In normal conditions, the human body can only survive three or four days without water. We need it to stay alive, yet there are billions of people all over the world who do not have access to safe drinking water. Clean drinking water is fundamental. But it is also vital for sanitation and hygiene. It is estimated that more than 700 children under the age of seven die every day from illnesses linked to unsafe water and poor sanitation.

B.

However, there are still at least 2.1 billion people around the world who live without safe water in their homes. Apart from the obvious health issues, a lack of accessible clean water means that people – often women and children – spend hours every day walking to and from distant water supplies. This means they don't have time to dedicate themselves to work, studies and domestic duties. Instead, the search for water becomes their main occupation. And people who are not able to walk to get their own water are particularly vulnerable.

C.

There are many charities working on creating sustainable supplies of clean water at a grass-roots level for different communities around the world. But the fundamental problem of the increasing demand for this limited resource can only be addressed by more efficient use of water, especially in industry and agriculture. Waste-water recycling, capturing rainwater, more efficient irrigation techniques and reforestation are all examples of how water can be used more efficiently. And what we can do to help is support charities, raise awareness and, of course, be careful with how we use water in our own lives.

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.

MOTIVATION

So, we think we know how to motivate people, right? Offer them a reward. Do this and you'll get that. Do this faster, earn more money. Do this better than everyone else, here's a promotion. **5.1.** _____ Tidy your room and you can watch TV. But when social psychologists test whether incentives work, they get surprising results. In one experiment the scientists set people a problem to solve and told them they were going to time them to see how long they took. Then they put them in two groups. **5.2.** _____ The ones with the reward solved the problem faster, you'd think, right? Well, no, they actually took three and a half minutes longer than the group who just thought they were being timed. The incentive didn't work. In fact, it made the people slower. This experiment has been repeated, with the same results, many times. But in business we still offer bonuses, promotions and rewards to staff. **5.3.** _____ But if we want someone to do something complex and creative, rewards don't work. They might even have the opposite result, and make people perform worse. So what does work? **5.4.** _____ Fine. Just do the job well. And evidence shows people who choose the way they work get results. Moreover, companies that give employees time during the week to work on things that interest them and are not part of their regular job achieve amazing results.

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

- A.** They offered one group a reward for finishing fast and to the other group they offered no incentive, but they told them they were going to use their times to calculate an average time.
- B.** Giving the workers freedom to choose when, where and how they work. Want to work from home three days a week, get up late and work into the night instead?
- C.** So, we offer incentives when we want people to do things. We do it at work, at school, even at home with our kids.
- D.** The results were not as surprising as they thought – getting a reward improved the time in which the group solved the problem and the second group did significantly worse.
- E.** However, it will only work if we want them to do something simple, like chop wood. We'll pay you more if you chop the wood faster. An incentive works then.

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.

CHRISTMAS TREE – FAKE OR FIR?

It's the ultimate Christmas decoration and British people buy millions of them every year. But what impact does the Christmas tree have on the environment and should you go fake or fir? We're putting the Christmas tree to the test.

First up, the natural tree. Around seven million Christmas trees are bought in the UK each year, with roughly three-quarters being grown here. It takes up to 12 years to grow a typical Christmas tree. During this time it has a positive impact on the environment because it absorbs carbon from the atmosphere and nitrogen from the soil. But once the tree is chopped down, it slowly starts releasing emissions back into the atmosphere. Transporting a tree can contribute to its overall carbon footprint, so buying a tree that's locally grown can help keep its carbon footprint down. But the biggest potential environmental impact for a natural Christmas tree comes from its disposal. If your tree ends up in landfill, its carbon footprint will be a lot higher. That's because organic matter which decomposes away from oxygen produces methane, a greenhouse gas which contributes to global warming. It's much better if your tree gets incinerated or composted. That can reduce its carbon footprint by up to 80 per cent compared with landfill. You can find out from your local council what happens to your Christmas tree once you throw it out and, of course, if you have the space, you can buy a potted Christmas tree, which you can keep over the next year and use again next Christmas.

So what about a plastic Christmas tree? Here, the biggest impact on the environment comes from production. Artificial trees are usually made out of a combination of metal and plastic, the production and processing of which can significantly increase the tree's carbon footprint. And most artificial trees are made in China, which means they have to be packaged and shipped to the Europe. The good news is that you can reuse a plastic tree. So how many years would you have to keep it so that it has a lower environmental impact than buying a natural tree? Experts think it's about ten years, but that's a rough estimate that depends on a number of different factors such as the size of the tree. If you do decide to throw out your plastic tree, it's most likely to end up in landfill, as it's not currently recyclable.

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

6.1. From the second paragraph we learn that

- A. most Christmas trees bought in the UK are not grown there.
- B. the natural Christmas tree produces methane when it grows.
- C. throwing the Christmas tree to the landfill helps reduce its carbon footprint.
- D. local councils have information on what happens with the tree after Christmas.

6.2. Which is true about artificial Christmas trees?

- A. They may be successfully recycled.
- B. It's best to use them for at least a decade.
- C. The UK is the biggest producer of artificial Christmas trees.
- D. They'll always have a higher environmental impact than a natural tree.

6.3. The text is

- A. an encouragement to choose one certain type of tree for Christmas.
- B. about a shift in people's beliefs concerning Christmas trees.
- C. a comparison of natural and artificial Christmas trees.
- D. about a choice that soon has to be made.

THE CHRISTMAS PRESENT

“About four years ago at this time,” began the Doctor, “I attended a course of lectures in a certain city. One of the professors, who was a sociable, kindly man – though somewhat practical and hard-headed – invited me to his house on Christmas night. I was very glad to go, as I was anxious to see one of his sons, who, though only twelve years old, was said to be very clever. I dare not tell you how many Latin verses this little fellow could recite, or how many English ones he had composed. In the first place, you’d want me to repeat them; secondly, I’m not a judge of poetry, Latin or English. But there were judges who said they were wonderful for a boy, and everybody predicted a splendid future for him. Everybody but his father. He shook his head doubtfully, whenever it was mentioned, for, as I have told you, he was a practical, matter-of-fact man.

There was a pleasant party at the Professor’s that night. All the children from the neighbourhood were there, and among them the Professor’s clever son, Rupert, as they called him. His health was feeble, his father said; he seldom ran about and played with other boys, preferring to stay at home and brood over his books, and compose what he called his verses.

Well, we had a Christmas tree just like this, and we had been laughing and talking, calling off the names of the children who had presents on the tree, and everybody was very happy and joyous, when one of the children suddenly uttered a cry of mingled surprise and hilarity, and said, “Here’s something for Rupert; and what do you think it is?”

We all guessed. “A desk”; “A gold pen”; “A rhyming dictionary? No? what then?”

“A drum!”

“A what?” asked everybody.

“A drum! with Rupert’s name on it!”

Of course we all laughed, and thought it a good joke. But Rupert seemed too mortified to speak; he changed colour, bit his lips, and finally burst into a passionate fit of crying, and left the room. Everybody began to ask who had put the drum there. But no one knew, or if they did, the unexpected sympathy awakened for the sensitive boy kept them silent.”

adapted from The Christmas Gift That Came To Rupert by Bret Harte

6.4. Rupert’s father

- A. was proud of his son’s interests.
- B. was fond of Latin and English poetry.
- C. was concerned with what the boy was like.
- D. did not have any other children except Rupert.

6.5. How did Rupert feel about his Christmas present?

- A. He was content to get it.
- B. He knew it was meant as a joke.
- C. He was shocked and frightened.
- D. He was angry at the person who gave it to him.

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.

SUSTAINABLE SUPERMARKETS?

Many of the major supermarket chains **7.1.** _____ under fire with accusations of various unethical acts over the past decade. They've wasted tonnes of food! But supermarkets and grocers are starting to sit up and take notice. In **7.2.** _____ to criticisms over food waste, some supermarkets are donating some of their food surplus. However, charities estimate that they are only accessing two per cent of supermarkets' total food surplus, which hardly seems **7.3.** _____ solving the problem. Some say that supermarkets are simply not doing enough. Most supermarkets operate under a veil of secrecy when asked for exact figures of food wastage, and without more transparency it is hard to **7.4.** _____ up with a systematic approach to avoiding waste and to redistributing surplus food.

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

7.1.

- A. are coming
- B. have come
- C. will come
- D. come

7.2.

- A. return
- B. response
- C. feedback
- D. acknowledgement

7.3.

- A. to
- B. to be
- C. to have
- D. as being

7.4.

- A. come
- B. catch
- C. put
- D. get

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.

A POCKETFUL OF PEACE

China is known for its dense **8.1.** _____ (POPULATE) and overcrowded cities, but amidst all the chaos of an ever-moving people, pockets of tranquillity can be found in its many parks scattered around the city. Loud traffic and bustling crowds can often make a city feel choked and **8.2.** _____ (BEAR) but China also provides its people with a solution to this problem. Around each city, there are always many parks to be found. Framed by an array of blossoming trees, the parks are sheltered from the sounds of the traffic outside.

From early morning until late evening, you will always see people out enjoying a walk around the park. On the pathways, mothers smile and chat as they push their prams around with their small babies sleeping inside. Happy children cycle past **8.3.** _____ (EXCITE) on their bikes while men can be seen sitting on the banks of the lake with their fishing rods, patiently waiting to catch a fish.

Although these parks are often situated right in the centre of the city, the open space and greenery really makes you feel like you're somewhere far away. Whether it's a quick walk or a game of badminton, these **8.4.** _____ (SCENERY), inner city parks are the perfect way to relax in China.

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. “Well done! You have won the tennis tournament,” the coach said to me.

ON

The coach congratulated _____ the tennis tournament.

9.2. I would have never thought about buying my mum such a wonderful gift without your help.

YOU

I would have never thought about buying my mum such a wonderful gift
_____ helped me.

9.3. My friend was made responsible for organising our teacher’s farewell party.

CHARGE

They put my _____ organising our teacher’s farewell party.

9.4. You should leave for the airport right now.

TIME

It’s _____ for the airport.

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

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