

Próbnny egzamin maturalny

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Czas pracy: 150 minut

Zadanie 1. (0–3)

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

Tekst 1.

1.1. The speaker is talking to the members of

- A. a gang.
- B. a sports team.
- C. Parliament.

Tekst 2.

1.2. By giving his explanation Professor Johnson wants to

- A. raise awareness of the extent of poverty in India.
- B. explain the value of a dollar a day outside the US.
- C. depreciate the value of other currencies against dollar.

Tekst 3.

1.3. The news item is about

- A. the reasons for consumerism.
- B. a protest against Sunday shopping.
- C. a new pro-environmental tradition.

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat podróży przed rozpoczęciem studiów. 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.

- A. had to give up some forms of entertainment.
- B. realized the gap-year experience would impress his/her future employers.
- C. made every effort to adjust to the local rules of behaviour.
- D. made a successful attempt to pick up a local language.
- E. was pleasantly surprised by the ease with which he/she did his/her task.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–5)

Usłyszysz dwukrotnie wywiad z terapeutką na temat muzykoterapii. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D.

3.1. Val decided on a career in music therapy because she

- A. wasn't proficient enough to perform as a musician for a big audience.
- B. felt there's no better way to help people than playing music to them.
- C. perfectly met the job requirement of playing several instruments.
- D. wasn't enthusiastic about following an ordinary medical career.

3.2. People's emotional problems started being treated by music

- A. in the times of Hippocrates.
- B. at the end of the 18th century.
- C. by the end of the 19th century.
- D. after the First World War.

3.3. People who find it difficult to express their emotions

- A. receive individual treatment.
- B. compose and play their favourite music.
- C. are encouraged to socialize by improvising.
- D. use an instrument chosen for them by a therapist.

3.4. What do entertainers and music therapists have in common, according to Val?

- A. Both plan their performances in advance.
- B. Both consider the needs of the audience first.
- C. Both primarily aim at the high quality of a performance.
- D. Both are interested in the impact of a show on people.

3.5. Which of the following is mentioned in Val's last answer as a fact, not an opinion?

- A. Listening to classical music lowers high blood pressure.
- B. The music that helps most is a highly personal decision.
- C. Listening to rock music by patients does more harm than good.
- D. Each internal organ has a corresponding musical tone that helps to heal it.

Zadanie 4. (0–4)

Przeczytaj tekst, który został podzielony na trzy części (A–C), oraz dotyczące go pytania (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 mention		
4.1.	a threat against online offenders?	
4.2.	the result of some research conducted on young people?	
4.3.	a reason why offensive behaviour should be reported?	
4.4.	a form of punishment for an online offence?	

- A.** For teenagers who regularly use social networking websites, “cyberbullying” is a problem they may well have encountered. Studies have shown that one in three teens has experienced cyberbullying. Martha is a typical victim of cyberbullying. Someone started writing offensive messages on her Facebook page. The anonymous cyberbully warned her that she was going to get hurt, and told her to stay away from school. Martha discovered that the bully was a boy from her school. “I asked him why he had done it. At first, he said he didn’t want to talk about it, but eventually admitted that he was jealous because I had started dating his best friend.” The boy promised that he would never do it again, but Martha informed the headmaster, because she thought he might start bullying other people.
- B.** Bullying isn’t the only problem in the online world. Some Twitter users, for example, take advantage of their anonymity to send offensive tweets. British soccer player Stan Collymore was one victim: he reported racist tweets he had received to the police, who contacted Twitter and tracked down the person who had sent the abusive messages. The perpetrator, a law student, was arrested, convicted and sentenced to two years’ community service.
- C.** In another case, two young men posted messages on Facebook encouraging people in their hometown to start a riot. The police traced the owners of the Facebook pages, and the two men were severely punished. The police explained that people who used social media to incite crimes would be treated in the same way as other offenders. They warned people to be aware that their actions on social networks could be seen by large numbers of people, and added: “Our advice is to behave online as you would in real life. And to the minority of users with bad intentions, our message is this: you may not be as anonymous as you think!”

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.

A CHANGING PICTURE

Television has become a familiar part of most people's everyday lives. In the US, it's unusual to find a home without a TV set, and the average American watches TV for four or five hours every day.

5.1. ____ Fifty years ago, most American homes had a single TV set, and families often gathered in their living rooms to watch their favorite shows together. At that time, many TV shows were made for families, and sitcoms were particularly popular. The picture is very different these days. Many kinds of shows are broadcast, and family members tend to have their own viewing habits. There are now more TVs than people in the average American home, and they often watch TV individually, choosing their favorite shows, and watching them in separate rooms.

TV shows are not just broadcast on TV any more. **5.2.** ____ In fact, on a typical day, live TV accounts for less than 60% of the average young person's viewing: the rest is watched online, on recordings, DVDs, or cell phones. Many teenagers are able to concentrate on using a computer, reading, playing video games, sending texts, or listening to music at the same time as watching TV. Nearly 90% of teenagers multitask in this way. **5.3.** ____ In a recent survey, a large group of American teenagers were asked about what they do during TV shows. More than a half said they text a friend about the show, others go online to look up information about a topic in the show or vote online or by text during reality shows.

Judging from current trends, TV stations will continue to broadcast shows which are watched live, but viewers will probably watch them on a variety of different devices to fit in with busy lifestyles. And instead of watching passively, viewers will increasingly play an active part in shows, for example, by texting their opinions to the show's producers – or by participating in game shows online. **5.4.** ____ Does this mean that the days of the family gathered around a TV set in the living room are numbered?

- A. Also, young people are using social media to a great extent to make their TV viewing a more interactive experience.
- B. And while teenagers will still spend a lot of their time using screens of one kind or another, a recent survey shows that social networking is overtaking TV.
- C. However, TV viewing habits of American society are changing dramatically.
- D. 22% of the respondents said that they sometimes send Instant Messages about the show.
- E. They are increasingly being watched on other digital devices, by teenagers in particular.

Zadanie 6. (0–5)

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

Tekst 1.

THE WORLD'S MOST EXPENSIVE HOME

Where would you expect to find the world's most expensive home? New York? Hollywood? Tokyo? In fact, it's in India's largest city, Mumbai.

Mumbai has been growing rapidly over the last 20 years, and it now has a population of 12.5 million. The city has been getting richer, too; there are over 60 billionaires in India, and about 20 of them are residents of Mumbai. One of these, Mukesh Ambani, has created the world's most expensive family home, *Antilia*, a huge 27-story contemporary building overlooking the ocean.

Of course, from the top of the house the views over the ocean and the city are spectacular. However, some of the largest slums in Asia are in Mumbai, and though situated at a good distance, they are so vast that it's impossible not to notice them from the top of *Antilia*. And this is why some Mumbai residents are unhappy about the building. They have questioned whether it is right to spend so much money on a family home in a city where thousands of people live in cramped, dirty accommodation – and where thousands more have no home at all.

But is this criticism fair? Mr. Ambani has certainly spent a huge amount of money on his luxurious home, but there is no doubt that he and his wife have helped the local community in many ways. They have built a school and a hospital, for example, and Mr. Ambani's company employs thousands of Indian people. *Antilia's* architects were American, but hundreds of the construction workers were local.

The house took more than three years to build. It was completed in 2010, and the Ambani family moved in a year later. No one knows exactly how much Mr. Ambani paid for it, but most experts agree that the total cost must have been at least US\$1 billion.

Antilia caters to every possible need, with a number of swimming pools, a huge library, a gym, a theatre, and a ballroom. There is a spacious health club and an "ice room" full of artificial snow for people who want to chill out in the Mumbai heat. Mr. Ambani's family consists of his wife Nita, their three children, and his mother – but the house has plenty of room for guests. On the first six stories of the building there are parking spaces for more than 160 cars, and there are three helicopter landing pads on the roof. Even when there aren't any visitors, the Ambani family won't be on their own; the house is so big that it needs hundreds of staff to run it.

The people of Mumbai have been arguing about *Antilia* ever since it was built. The disagreements will probably continue for years to come.

6.1. Building *Antilia* was a controversial issue because

- A. the house had been designed for a billionaire.
- B. the site was too close to the largest slums in Asia.
- C. homeless people could have occupied this area instead.
- D. the wide gap between the rich and the poor became more striking.

6.2. The author of the text doubts whether the Ambani family should be criticized because

- A. they are actively engaged in projects for the local Indian people.
- B. Indian architects have been given work in Mr Ambani's company.
- C. *Antilia* also houses a free school for children from the neighbourhood.
- D. The billionaire employed thousands of Indian workers on the construction site.

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

- A. *Antilia* needs to be run by hundreds of staff.
- B. The owner paid about US\$1 billion for the house.
- C. There is a wintry atmosphere in one of the rooms.
- D. The house has many recreational facilities for guests.

Tekst 2.

BRITISH HOUSING

A woman holds her sick child in her arms. She sits in a small, dark room – home for her, her husband and their four children. There's no toilet or running water. It's no surprise that her child is ill. Many families live like this. But they need to live near work and there is no other accommodation available.

Another mother looks out of the window from her 20th floor flat. She looks down to the gardens below and tries to see her daughter, who is playing outside with her friends. But she can't see her. The woman feels cold. The windows in the flat don't fit properly and everything is damp. She has to find her daughter but the lift is broken and it's a long way down the stairs.

A man walks through the rooms of his newly-built house. It is well-insulated and will need little heating in the winter months. Solar panels on the roof heat the water. It was built with timber from renewable forests. It is environmentally friendly and is a nice home, too.

These scenes are part of the history of British housing but which periods are they from?

The first was a typical situation in a Victorian slum. In 19th century cities, these homes were built quickly as accommodation for workers of the new factories. There wasn't very much room in the cities and the homes were built as cheaply as possible.

The second scene comes from the 1960s and 70s. Lots of tower blocks were built after the Second World War. They replaced the Victorian slums mentioned above, and the houses which were destroyed in the war. The advantages of these homes were that they saved a lot of space on the ground and were cheap to build. But clearly, there were many disadvantages, too.

The final scene is from today in the 21st century. Today's new homes are warm and comfortable. But they should still be environmentally friendly.

British housing has changed a lot in the last 200 years. Saving money and space aren't the most important things anymore; people's health, their comfort and the future of the planet are considered too.

6.4. By presenting the three scenes the writer aims at

- A. showing the similarities between British houses built in a period of 200 years.
- B. presenting the advantages and disadvantages of each type of British housing.
- C. exemplifying progress in designing British houses over the years.
- D. depicting economic inequality in British society in the past.

6.5. The authors of both texts mention

- A. the features of an average house typical of the 21st century.
- B. hard living conditions of some members of society.
- C. the amenities enabling the rich to live in luxury.
- D. the eco-friendly design of modern houses.

Zadanie 7. (0–4)

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

In the 1940s, Dr. Ludwig Guttmann had a dream that changed the aspirations of disabled people forever. A lot of patients at his hospital were soldiers who **7.1.** _____ during the war. At that time, people often used to feel ashamed of their disabilities. It was almost impossible for disabled people to join in with sporting activities. Dr. Guttmann's dream was to create a competition which would give disabled people the chance to show their talents to the world.

The first "International Wheelchair Games" took place in 1948 in the UK. **7.2.** _____ only a small number of participants. By 1960, the games were a major international event and 23 countries took part. By 1988, the Paralympic Games were a regular **7.3.** _____ of the sporting calendar, and for the first time they were organized just after the main Olympic Games, and in the same city, Seoul.

There are now both Winter and Summer Paralympic Games, **7.4.** _____ in the same year and the same place as the regular Olympic Games. The events draw huge crowds of disabled and able-bodied spectators.

7.1.

- A. have been hurt
- B. were hurt
- C. had hurt
- D. were hurting

7.2.

- A. It was
- B. They were
- C. There was
- D. Those were

7.3.

- A. feature
- B. item
- C. venture
- D. task

7.4.

- A. kept
- B. taken
- C. done
- D. held

Zadanie 8. (0–4)

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

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

integrate	bully	arrive	aim	graduate	slave
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THE LITTLE ROCK NINE

Imagine that you can't enter your school because the army won't allow you to do so! Angry people nearby shout at you and the army stops you. This happened to nine black teenagers in Arkansas who **8.1.** _____ at Little Rock Central High School on September 4, 1957 looking forward to a new academic year. At that time in the southern states of the US, racism was everywhere. Over 100 years after the end of **8.2.** _____, African Americans still didn't have the same rights as whites. In 1954, the law changed and African American children could go to the same schools as white children but many people were against **8.3.** _____. The governor of Arkansas, Orval Faubus, didn't want black children in white schools, and he sent the army to stop the nine courageous teenagers. They didn't give up although they **8.4.** _____ by other students. Their determination resulted in a national debate about civil rights and racial discrimination.

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 – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. **Uwaga:** w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

9.1.

On Wednesday, five of the (*steal / painting / report*) _____
_____ to have been found in a disused mine.

9.2.

If you ask me why I don't smoke cigarettes any more, I'll tell you: my girlfriend's parents objected to (*I / smoke*) _____ so I just had to give it up.

9.3.

The debate will start as soon as each of the (*participant / take / seat*) _____
_____.

9.4.

If the police had been informed about the possible computer fraud in time they (*try / prevent*) _____ it.

A series of horizontal dotted lines for writing, spanning the width of the page.

BRUDNOPIS (*nie podlega ocenie*)