ARKUSZ MATURALNY 1

Rozumienie ze słuchu

Wysłuchaj nagrania

app.nowa terazmatura.pl
Kod: Z2YM7R
Nagranie 10

Zadanie 1. (0–5)

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1.1.–1.3. zakreśl jedną z liter: A, B albo C.

Tekst 1.

1.1. This speech is being delivered at

A. a birthday party.
B. a wedding reception.
C. a school reunion.

Tekst 2.

1.2. When talking about her holidays last year, the woman complains about

A. the service at the restaurant.
B. the unexpected weather conditions.
C. the choice of dishes in the hotel restaurant.

1.3. From what the woman says, it may be concluded that she chooses holidays

A. based on how she feels.
B. arranged by her friends.
C. that are inexpensive.

W zadaniach 1.4.–1.5. zakreśl jedną z liter: A, B, C albo D.

Tekst 3.

1.4. Discover Antiques is a programme which

A. invites people to sell their belongings.
B. encourages people to search for antiques.
C. teaches people how to recognise antiques.
D. helps people assess the real value of their items.

1.5. What do we learn about the statue of the tiger?

A. It had a few pieces broken off.
B. It was a gift for the woman's grandparents.
C. It has been in the family for over a hundred years.
D. It had never been assessed before.

Wysłuchaj nagrania

app.nowa terazmatura.pl
Kod: AW3G1N
Nagranie 11

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi na temat koncertów. Do każdej wypowiedzi (2.1.–2.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

A. mentions an artist's performance which attracted people despite an unusual location.
B. refers to somebody's abilities which unexpectedly helped complete the performance.
C. gives an account of an encore the artist played for the audience.
D. explains the reason for the artist's after-show mishappening.
E. gives an example of an artist's reaction to his intellectual property being violated.
F. mentions a performer who treated a serious incident lightly.

2.1.	2.2.	2.3.	2.4.	2.5.

LIVEWORKSHEETS

Zadanie 3. (0–5)

Usłyszysz dwukrotnie wypowiedź na temat ptaka zagrożonego wyginięciem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.5. w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Wysłuchaj nagrania

app.nowa terazmatura.pl
Kod: MSLYNF
Nagranie 12

3.1. Kakapos differ from other parrots because they are bigger and unable .....

3.2. Initial plans to save the kakapos turned out to .....

3.3. Male kakapos ..... once the female lays her eggs.

3.4. The size of the female determines the .....

3.5. Apart from ....., the remaining ones are put into incubators.

Rozumienie tekstów pisanych

Zadanie 4. (0–5)

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1.–4.5.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.
Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author		Answer
4.1.	recommend the introduction of open book testing?	
4.2.	make an objective comparison of various methods of testing?	
4.3.	refer to the tempo of doing the exam tasks?	
4.4.	emphasize the importance of selecting appropriate exam questions?	
4.5.	express conviction that open book exams can't be administered in certain circumstances?	

A. Open book and closed book exams are forms of checking knowledge, but there is a fundamental difference between them. Open book exams, also called unrestricted, allow students to bring any necessary material to help them write the exam. That means students are permitted to write an exam in a specific subject by referring to their textbooks, workbooks, notes, flashcards or other materials. Closed book exams, on the other hand, are exactly the opposite of the open book ones. Students must not refer to any supporting materials in the exam hall. Instead, they must rely entirely on their knowledge.

B. An open book exam is not so undemanding as one may think. In fact, it is sometimes far tougher than the closed book exam. It requires the students to depend on their critical thinking rather than remembering particular details. Additionally, while taking open book exams students have to recall where to find the recquired information speedily. If you are unfamiliar with your books, in other words, if you do not read your notes before the exam, you will have trouble on the exam since there is a time limit to search for answers.

C. Since open book exams allow students to use their books, teachers need to prepare exam questions thoughtfully. They can't just ask about the basic principles and concepts that are presented in the textbooks. An open book examination primarily assesses understanding of a specific subject and the ability to apply that knowledge in different situations. Thus, teachers also need to be more creative and put more effort into choosing exam questions.

LIVEWORKSHEETS

D. There have been heated debates among scholars on the efficiency of open book testing, but majority of them admit that such practices should have their place in the educational system. It is true to say that exam anxiety is a real issue for students, open book testing is an alternative to traditional stressful testing. This method of testing minimises exam anxiety, helps overwhelmed students feel secure and supported when they know they have resources available. However, as specialists suggest, the idea of open book exams may prove to be beneficial in some areas of study and is worth applying, while in others it may be less effective.

Zadanie 5. (0–5)

Przeczytaj tekst, z którego usunięto pięć fragmentów. Wpisz w każdą lukę (5.1.–5.5.) literę, którą oznaczono brakujący fragment (A–F), tak aby otrzymać spójny i logiczny tekst.

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

The Nineteenth Century Bike

Little is known about the existence of bicycles before the 19th century, but the fact is that the first bicycle was invented in 1817 by Baron Karl von Drais of Germany. It was called the 'Running Machine'. It was patented in 1818 as the first man-driven and controlled two-wheeled means of transport. **5.1.** ..... He made his bicycle of wood, it had a steerable front wheel and was designed to reduce the journey times by half. **5.2.** ..... Colloquially known as a 'horse on a stick', officially the velocipede, it had a shape which resembled today's bicycles with two wheels.

In Western Europe and North America, it was fashionable to have the velocipede, which was perceived as a symbol of modernity, especially among the elite. Over the following decades, the velocipede changed its shape many times, but still remained a human-powered vehicle. **5.3.** ..... They were also equipped with additional devices such as pedals and hand cranks.

Several years later, Pierre Michaux developed the first two-wheeled bicycle with pedals and rotating cranks on the front wheel, allowing movement by pedalling. For a while, Pierre Michaux's invention became extremely popular and fashionable. However, it had some drawbacks. **5.4.** ..... Getting on was very difficult as the cyclist had to run alongside the bicycle and then quickly jump onto the saddle.

As the demand for bikes grew fast, manufacturers were continually working on their improvement. They enlarged the front wheel until it became really gigantic. The new bicycle with a huge front wheel was called a "penny farthing" because it looked like a big British coin dragging a smaller coin behind it. **5.5.** ..... Moreover, the wheel structure was reinforced with spokes and ball bearings. And although its popularity did not last long, it became a symbol of the late Victorian period.

A. Thanks to this development, it became lighter and more convenient to use.

B. The new models, which had three or four wheels, were called tricycles or quadricycles and came in a variety of forms and shapes.

C. Other inventors picked up the idea, among them Denis Johnson from London, who constructed a newer and improved version of the original.

D. However, it took years to introduce inflatable tires and the chain propelling the back wheel, which made the ride gentle and free from bone shaking.

E. Not only did it have rigid metal frames, but also iron tyres, which made it very uncomfortable to use. It was also very heavy.

F. However, this invention had no pedals, and cyclists rode it by pushing it along with their feet while trying to maintain their balance.

LIVEWORKSHEETS

Zadanie 6. (0–8)

Przeczytaj dwa teksty. Wykonaj zadania 6.1.–6.8. zgodnie z poleceniami.

Tekst 1.

To the aristocrats assembled in a Munich hotel, it seemed like the golden opportunity they had been waiting for – a conspiracy of silence which was sure to make their fortune. All eyes were upon the stranger who had invited them to participate in the mysterious meeting that night.

Hans Unruh spoke intently: "I must ask you to treat what I am about to tell you with the strictest confidence. This is not a secret to be shared, but one we must keep only to ourselves. It is very important. And I'd like to show you a demonstration which may be dangerous."

He picked up a salt shaker and brandished it before his captivated audience. He explained that the cellar contained a rare and very precious commodity – gold.

Some guests sniggered, others sat in silent disbelief. But they all listened intently as Unruh continued.

"I'm a scientist", he went on. "And I have discovered how gold is made. It comes from the depths of the earth where it was created by a chemical reaction with ordinary salt. If some method could be discovered of reproducing this chemical change artificially, unlimited quantities of gold could be manufactured from the world's salt supplies."

He showed his thrilled audience a simple piece of apparatus – a green lampshade.

"Research has proven that if you treat salt with a special form of light, it will turn into pure gold," he told them.

Unruh knew the good and wealthy people he was addressing would need proof of this miracle. He took hold of the salt cellar and tapped some of the salt onto a steel plate. Then he took the lamp and held it in such a way that the shade completely covered the dish. He switched the lamp on and waited a few moments. When he finally removed the shade, the audience was speechless. There on the plate, where the grains of salt had lain, bright flecks of gold dust were glittering. To emphasize the value of the little pile, Unruh scooped it up and tipped it into a small bag.

By now, disbelief had turned into avid interest. Unruh had his guests under his spell. This was the moment for him to explain that he was a struggling scientist and that his discovery had to be exploited to the full. Money would be needed to provide equipment for the large-scale manufacture of gold.

"You are wealthy, of proven integrity and with a sense of responsibility. You have all been specially selected for this opportunity," Unruh told his guests. "I would like you all become shareholders in my enterprise. Perhaps you would like to go away and think it over."

The guests were already enquiring how much the shares would cost. Little did they know that it was Unruh, and not his naive guests, who had **struck gold**. He made an enormous sum of £3.500 from the evening show, thanks to a simple trick which had completely fooled the members of the finest families. The 'gold dust' had been concealed in the green lampshade, and when Unruh tapped it, it showered down, covering the salt. Closer inspection would have given him away, because brass, with light shining on it, looks just like gold.

W zadaniach 6.1.–6.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

6.1. The aristocrats gathered in the hotel with the intention of

A. becoming more affluent.
B. watching a scientific experiment.
C. supporting a scientist in his research.
D. making business with one another.

6.2. Unruh's performance in front of the aristocrats

A. made them question the sense of the meeting.
B. was convincing to them.
C. failed to meet their expectations.
D. left no lasting impression on them.

LIVEWORKSHEETS

6.3. **What does the phrase 'struck gold', highlighted in the text mean?**

A. To possess a lot of gold.
B. To suddenly become rich.
C. To find gold accidentally.
D. To be successful due to having gold.

6.4. **What is the best title for this story?**

A. ALL THAT GLITTERS IS NOT GOLD
B. THE DISCOVERY OF A GOLD MINE
C. A RACE FOR GOLD
D. THE REAL VALUE OF GOLD

Tekst 2.

A PRECIOUS METAL

Gold has always evoked extreme emotions. It has been the subject of legends and endless stories passed from generation to generation.

When looking for secrets whose main element is gold, it is worth focusing our attention on Easter Island. Shrouded in many legends and unanswered questions, the place is often associated with treasure. As the legend has it, the gold of the Aztecs was hidden on this island. This event is associated with the fictional character of Robinson Crusoe, whose story was inspired by the Scottish sailor, Alexander Selkirk, who travelled the region and may have visited the island. Moreover, although it was Dutchman Jacob Roggeveen who was the first to discover the island in 1722, the earlier appearance of travellers cannot be ruled out, and it was certainly visited by them many times. Did they have gold from South America with them? It's highly probable.

Gold is present on all the continents except Antarctica. Scientists believe that it first appeared on Earth along with the meteorites that bombarded our planet some 200 million years after it was formed. They created deposits of gold, most of which have been discovered in South Africa. Today, this most precious metal is mined in China, Australia, Russia, the United States and Canada. An interesting fact is that the greatest amount of gold is hidden under the bottom of the oceans. However, mining it would be much more expensive than the valuable metal itself! Even on land, however, gold mining is not easy. The planning of mines takes several years, and the next years are spent on the construction of the mine. Just imagine South Deep in South Africa, the world's largest mine, which is three-kilometres deep!

It is estimated that as much as 50% of global gold production is used for the manufacture of jewellery. This is not only proof of human vanity, but also tradition – both in China and India, items made of gold have important cultural and religious significance. To this day, the Chinese give new-born babies jewellery in the shape of zodiac signs made of pure gold!

Uzupełnij luki w zdaniach 6.5.–6.8. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

6.5. According to ..... a lot of gold was hidden on Easter Island.
6.6. The idea of mining gold from the bottom of the oceans has been given up because of .....
6.7. The preparations for the opening of a gold mine are a ..... process.
6.8. In many countries gold is used to mark .....

LIVEWORKSHEETS

Znajomość środków językowych

Zadanie 7. (0–6)

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

Fitzpatrick Domes

We often see objects on motorways that are round or elliptical. Have you ever wondered why they have such shapes and what they have to **7.1.** ..... sport? It turns out that a great deal.

There are thousands of such objects in the world. These non-expensive structures are called 'Fitzpatrick Domes'. They are warehouses used to store large **7.2.** ..... of sand and salt mixtures. The round structure is especially helpful in areas where snow would **7.3.** ..... on a flat roof. Due to the shape of the dome, there is no snow on it. The wooden structure **7.4.** ..... that salt and other materials are kept dry all the time, generating no losses. That's why 'Fitzpatrick Domes' are considered to be the most economical storage system that **7.5.** ..... so far.

The inventor of this structure was a Canadian athlete, John Fitzpatrick, who participated in the Olympics in 1928. Five years later, he **7.6.** ..... in engineering at the University of Toronto. It was in the 1960s that he created a structure that is still being used effectively.

7.1.

A. get along with
B. deal with
C. catch up with
D. do with

7.2.

A. measures
B. volumes
C. numbers
D. amounts

7.3.

A. gather
B. accumulate
C. raise
D. cover

7.4.

A. ensures
B. reassures
C. assures
D. insures

7.5.

A. was developed
B. had it developed
C. has been developed
D. has had it developed

7.6.

A. graduated
B. had graduated
C. was to graduate
D. has graduated

LIVEWORKSHEETS

Zadanie 8. (0–4)

W zadaniach 8.1.–8.4. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

8.1. .....

- The worst ..... of the day was having to wait three hours for her arrival.
- Julia became more self-confident once she got the main ..... in the school play.
- They didn't take ..... in the discussion since they knew very little about the topic.

8.2. .....

- Martial law had to be imposed in this country to bring ..... to the chaos.
- The names of the piano competition finalists were announced in an alphabetical ..... .
- The captain gave his crew the ..... to abandon the sinking ship.

8.3. .....

- I ..... it hard to understand what makes him wake up so early.
- My neighbour tends to ..... faults with other tenants, often unfairly.
- Please, ... out if he speaks Polish.

8.4. .....

- The play was too long and extremely ..... , so we left the theatre before it finished.
- You won't slice the ham with a ..... knife. Why don't you sharpen it?
- If the floor in your room looks ..... , you can make it glossy again with wood floor restorer.

Zadanie 9. (0–4)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (9.1.–9.4.). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.
Uwaga: nie zmieniaj formy podanych wyrazów.

9.1. I suggest doing more research before you start writing the article.
HAD
You ..... more research before you start writing the article.

9.2. "Jane, you cheated in the last test!" the teacher said.
OF
The teacher ..... on the last test.

9.3. Harry's story was not as gripping as the other ones.
THE
Harry's story was ..... of all.

9.4. People believe that the portrait was painted by Vermeer.
BELIEVED
The portrait is ..... by Vermeer.

LIVEWORKSHEETS

Wypowiedź pisemna

Zadanie 10. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany przez Ciebie temat. Zakreśl jego numer.

1. W wielu miastach organizowane są przedświąteczne jarmarki, które cieszą się dużą popularnością wśród mieszkańców i turystów. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony organizacji takich imprez.
2. Regularnie co kilka lat Twoja szkoła organizuje spotkania absolwentów. Ty również uczestniczyłeś/-aś w takim spotkaniu. Napisz **artykuł** na stronę internetową szkoły, w którym opiszesz przebieg uroczystości oraz wyjaśnisz, dlaczego warto organizować takie imprezy.

Czystopis

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