ARKUSZ MATURALNY 2

Rozumienie ze słuchu

Zadanie 1. (0–6)

Wysłuchaj nagrania

app.nowa terazmatura.pl
Kod: X5P3BM
Nagranie 13

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

W zadaniach 1.1.–1.2. zakreśl jedną z liter: A, B albo C.

Tekst 1.

1.1. What happened to the picture shortly after Churchill had painted it?

A. It was bought by the US president's son.
B. It was exhibited during a conference.
C. It was presented to a prominent politician.

Tekst 2.

1.2. In the message, the speaker

A. is describing an exciting football match.
B. is recommending a sports event.
C. is criticising the fans' behaviour.

W zadaniach 1.3.–1.6. zakreśl jedną z liter: A, B, C albo D.

Tekst 3.

1.3. Mathew Mastard started taking underwater photographs because

A. he had wanted to develop his photography skills.
B. it had been part of a work assignment.
C. he had been encouraged by his father.
D. he had wanted to get a job at a diving school.

1.4. Mathew thinks that if you want to take a good underwater photo, you have to

A. have excellent photography skills.
B. find interesting fish to photograph.
C. take photos of many different objects.
D. demonstrate a great deal of patience.

1.5. Mathew would like to

A. discover a new underwater species.
B. take photos in unexplored waters.
C. raise environmental awareness.
D. share information about his profession.

1.6. Finally, Mathew suggests beginners should

A. experiment with different techniques.
B. remember that progress takes time.
C. concentrate, to begin with, on good picture quality.
D. benefit from other photographers' experience.

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Wysłuchaj nagrania

app.nowa terazmatura.pl
Kod: YVR1E2
Nagranie 14

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi na temat pracy. 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. gives the reason why he was unable to do the job well.
B. says why they changed their plans for the future.
C. complains about not receiving a promotion.
D. mentions the way people reacted to their decision to quit.
E. explains why they took up a position they don't like.
F. regrets not taking up a new position in the company they work for.

2.1.	2.2.	2.3.	2.4.	2.5.

Wysłuchaj nagrania

app.nowa terazmatura.pl
Kod: MAZFN9
Nagranie 15

Zadanie 3. (0–4)

Usłyszysz dwukrotnie wywiad na temat przedsięwzięcia ekologicznego. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 3.1.-3.4., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

3.1. Dockside Green's community is hoping to become .....

3.2. The building materials are ..... and .....

3.3. Recent studies have shown that .....
in the community is much lower than in the average Canadian household.

3.4. Besides participating in a car-share programme, residents are encouraged to .....
..... This should decrease carbon emission.

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.	disagree with negative opinions of the city?	
4.2.	criticise the way the city had developed?	
4.3.	say that a past trend is visible to this day?	
4.4.	compliment the inhabitants of Honolulu?	
4.5.	mention a natural phenomenon which makes the city less attractive?	

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THE CITY OF HONOLULU

A. Honolulu lies on the great sickle-shaped bay between Pearl Harbor and the crater of Diamond Head. The combination of the beach, the crater cone and the green cliffs creates a wonderful natural setting. You would think that an urban planner would have taken advantage of this fantastic seafront and designed a road that ran alongside the ocean, just like the ones in Alexandria or Nice, to add to the city's charm. But Honolulu wasn't planned in a systematic manner – it was improvised by greedy businessmen, real-estate developers and land grabbers. Their demand for seafront property triggered a building boom that ended up blocking the sea view. This is still going on, meaning that the ocean has become invisible from most of Honolulu's streets.

B. The sunlight shining on the sea also shines on Honolulu, resulting in the best weather and the cleanest air of any city in the world. However, on rainy days Honolulu is not so pretty, and its streets appear to be plain and unattractive. While New York and Paris appear more beautiful in bad weather, Honolulu in the rain is a prosaic, not to say ugly place. It has no municipal architecture of any beauty, and its hideous traffic system makes it visitor-unfriendly.

C. It's no wonder, therefore, that Honolulu has always failed to impress its visitors. Notable critics include the writers Herman Melville, who passed through the city in 1844, mocking it for its missionary hypocrisies; W. Somerset Maugham, who, although he saw little more than the harbour, portrayed the city as seedy. For James Jones, Honolulu was an equally depressing place. Yet, the image of the city present in the literature is largely unfair and fails to reflect its real character.

D. Ask tourists what they like about the city, and they will either name a particular hotel or a Waikiki restaurant. Sadly, they have no idea what Honolulu is really like. They don't know it is a place of much beloved noodle shops, sushi bars and grocery stores; a place with parks, where a softball game is usually in progress, or where there is a church hall which hosts a club for orchid-growers. What's more, it is truly multiracial and tolerant of 'otherness'. This is not simply because its residents are colour blind, but because they have helped to create a society that is both sensitive to race and friendly to strangers.

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.

DRIVE-IN MOVIE THEATER

No drive-in is more classically American than the drive-in movie theater. They came into being in the 1930s. In those days the quality of movies was not so technically advanced as nowadays, but people did not complain about the poor audio / visual quality that played out on the huge outdoor screens in front of them. After all, often, it wasn't much better in indoor movie theaters. The drive-ins seemed to be outdoing indoor theaters for other reasons as well. **5.1.** ..... Thus, people did not have to dress up for drive-ins. From World War II through to the sixties, drive-ins developed. They got much bigger, and the sound quality improved a lot.

But American society was changing and so were movie theaters. At the end of the 20th century they seemed to be on their last legs. There were many reasons for this. Colour television had appeared. **5.2.** ..... Drive-in movie theaters were also suffering from commercial pressures; they occupied vast stretches of land which became valuable real estate as towns and cities continued to expand. **5.3.** ..... Consequently, thousands of drive-in screens across the US were sold, and for the remaining ones there seemed no hope for survival in the new century.

In 2019, there were just 320 drive-in movie theaters in the entire country, some of which had even opened new screens, particularly in the areas where real estate values had not risen too much. When COVID-19 hit, however, it resulted in the closure of traditional indoor movie theaters in many places, while most drive-ins could remain open. **5.4.** ..... It seems like a long-lasting trend and the future for drive-in movie theaters now looks as good as it did back in the 1950s.

Technology also plays a part in the growing popularity of drive-ins; the modern drive-in uses a low-frequency FM radio or the Bluetooth sound system, and viewers simply tune their car radio

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in to the right channel, and listen to the soundtrack using their own in-car hi-fi. **5.5.** ..... Watching movies like "2012", with the advantage of a quadriphonic megawatt in-car hi-fi boosting the sound effects must be an unforgettable experience!

A. The sound came from huge loudspeakers placed directly below the screen; it was not until two decades later that an individual sound system for each car became the norm.

B. Business corporations and supermarket chains used to offer millions of dollars for these plots. Very few drive-in owners could resist the temptation.

C. Not only did you not get disturbed by the person next to you, you could also wear whatever you wanted.

D. There is a new breed of drive-in theater fans who come along to enjoy a film using their own in-car sound systems.

E. Moreover, national crime rates were rising, so more and more Americans were reluctant to go out in the evening.

F. This gave people the chance to watch movies from the socially-distanced safety of their own car. It would seem that the drive-in movie theater has become popular once again.

Zadanie 6. (0–8)

Przeczytaj dwa teksty związane ze szkołą. Wykonaj zadania 6.1.-6.8. zgodnie z poleceniami.

Tekst 1.

THE FIRST DAY AT A NEW SCHOOL

'There,' said Mr Squeers as they stepped in together, 'this is our school, Nickleby!'

It was such a crowded scene, and there were so many objects to attract attention, that, at first, Nicholas stared back at the schoolmaster, without really seeing anything at all. By degrees, however, the place resolved itself into a bare and dirty room, with a couple of windows, a tenth of which might be made of glass, the remainder being covered over with old copy-books and paper. There were a couple of long, old desks, badly inked and damaged in every possible way. The ceiling was supported, like that of a barn, by cross-beams and rafters; and the walls were so stained and discoloured that it was impossible to tell whether they had ever been touched with paint or whitewash.

But the pupils - the young noblemen! How the last faint traces of hope, the remotest glimmering of any good to be derived from his efforts in this school, faded from the mind of Nicholas as he looked around in dismay! Pale faces, bony figures, children with the faces of old men, boys of stunted growth, and others whose long skinny legs would hardly bear their bending bodies. All crowded in on Nicholas' first impression of the place: the misty eyes, the hare-lips, the crooked feet, and every imaginable ugliness or distortion.

'Now,' said Squeers, and hurried the boys along to the wash-house, where there was a small fire and a large kettle, together with a number of little wooden bowls. Into these bowls, Mrs Squeers poured a disgusting brown composition, which she called porridge. A minute piece of brown bread was also placed into each bowl, and when they had eaten their porridge by means of the bread, the boys ate the bread itself, and thus finished their breakfast; whereupon Mr Squeers said, in a solemn voice, 'For what we have received, may the Lord make us truly thankful!' He then left the room. Nicholas emptied his bowl of porridge, for much the same reason which induces some savages to swallow earth - it's better to eat something than be inconveniently hungry. Finally, he sat himself down and waited for lessons to begin.

Half an hour later, Mr Squeers reappeared, and the boys took their books and their places. 'This is the first class in English spelling and philosophy, Nickleby,' said Squeers, urging Nicholas to stand beside him. 'We'll organise a Latin one for you. Now then, where's the first boy?'

'Please, sir, he's cleaning the windows,' said the temporary head of the philosophical class.

'So he is, to be sure,' rejoined Squeers. 'We go by the practical mode of teaching, Nickleby; the regular education system. C-l-e-a-n, clean, verb active, to make something bright. Once a boy has learnt this,

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he goes and does it. It's exactly the same principle as with the use of the globes. Where's the second boy?'

'Please, sir, he's weeding the garden,' replied a small voice.

'To be sure,' said Squeers, by no means disconcerted, 'so he is. When he has learned that botany means a knowledge of plants, he goes and gets to know them. That's our system, Nickleby. Now, what do you think of it?' 'It's a very useful one, at any rate,' answered Nickleby, full of sympathy for the exploited pupils.

adapted from Charles Dickens, *Nicholas Nickleby*

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

6.1. From the first paragraph we learn that the school was

A. dark inside due to a lack of windows.
B. a crowded room in a very bad condition.
C. under renovation when Nickleby first saw it.
D. located inside a primitive farm building.

6.2. What can be said about Nickleby's reaction to his first meeting with the pupils?

A. He felt disgusted by their appearance.
B. He was put off by their misbehaviour.
C. He felt helpless at seeing their misery.
D. He was surprised by their social status.

6.3. The scene in the wash-house shows that

A. the teachers were obliged to eat with their pupils.
B. the pupils were given poor quality food.
C. prayers were said by the pupils before meals.
D. the pupils were involved in preparing the meals.

6.4. From the actual lesson it can be concluded that

A. the pupils were forced to do manual work.
B. the school used the latest teaching methods.
C. botany lessons were conducted in the garden.
D. the pupils had numerous practical classes.

Tekst 2.

ETON

Eton is one of the most famous educational establishments in Britain. Here are some interesting facts about it. In 1440 Henry VI founded a new school just across the River Thames from Windsor Castle, calling it "The King's College of Our Lady of Eton besides Wyndsor". From the very beginning, Eton was to be a boarding school exclusively for boys, and it is still one of just four public schools in Britain to have continued the practice.

The school was originally designed for 70 students, or 'Scholars', who were to be educated and boarded for free in the college. Other boys were permitted to benefit from the free tuition on offer, but were expected to live outside the college, where they had to pay for their accommodation. They were called Oppidans, from the Latin, *oppidum*, meaning town. Scholars and Oppidans received the same education and were subject to the same rigid discipline.

The school buildings were, and still are, splendid, especially the chapel, which was originally designed to extend for 18 bays, and to have the longest nave both in Britain or on the Continent. Unfortunately, when Edward VI came to the throne, he stripped the school of many of its grants and transferred

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the school's treasures to Windsor Castle. As a result, construction of the school chapel was brought to a halt after completing just 8 bays, which is nowhere near what Henry VI had had in mind.

Boys as young as five were taught at Eton in the early days, but lessons only consisted of Latin, although Greek and mathematics were added to the syllabus in the 17th and 18th century respectively. Nowadays, great emphasis is placed on academic ability, so a wide variety of subjects is offered. The varied curriculum combines traditional subjects with sport, music and drama, and is aimed at developing the whole person.

Many head teachers have contributed to the school's fame and prosperity. Possibly, the most famous was Dr. Keate. His harsh disciplinary methods relied on the birch, the rod and the cane, but caused frequent rebellions among the students. However, he is also believed to have been an excellent teacher, while his general management of the school was also effective. It may seem strange, therefore, that despite the innumerable floggings that Dr. Keate administered during the twenty-five-years he spent at the school, he was still held in high esteem.

Eton is currently the sixth most expensive school in the UK, so one might think that it is restricted to the sons of the wealthy. Nothing could be further from the truth. Education is offered to boys from all backgrounds, with growing numbers receiving substantial reductions in tuition fees to enable them to study there.

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. Unlike Oppidans, Scholars did not have to ..... in the college.

6.6. Henry VI wanted the chapel ..... it is now.

6.7. In the 17th century, the curriculum was extended by .....

6.8. Besides his teaching skills, Dr. Keate was also respected for .....

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.

New Zealand's plan to ban young people **7.1.** ..... buying cigarettes at any time during their lives is one of the world's toughest crackdowns on the tobacco industry. From 2027, anyone aged 14 or younger won´t ever be allowed to legally buy cigarettes in the country.

The government will also introduce more general controls concerning tobacco, including limiting the number of places where cigarettes can be sold and **7.2.** ..... them from supermarkets and corner shops. At the moment, 9% of New Zealand's adults smoke, with the rate **7.3.** ..... among the indigenous Maori population, where it is almost a third of adults.

Doctors and other health experts in the country have welcomed these world-leading changes. They claim that unless access to tobacco **7.4.** ..... restricted in this way, the rate of nicotine-related diseases will continue to increase in the future. Some experts believe that the law will help people to quit smoking and **7.5.** ..... less harmful products; it will certainly make it much less likely that young people will become addicted to nicotine. However, it's feared that the changes may **7.6.** ..... in an illegal trade in tobacco, with the result that the government will need to introduce stricter border controls.

7.1.

A. against
B. from
C. on
D. for

7.4.

A. was
B. is
C. has been
D. will be

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7.2.

A. removing
B. are removed
C. remove
D. being removed

7.3.

A. the highest of
B. much higher
C. as high as
D. no higher than

7.5.

A. switch to
B. to switch to
C. to switch on
D. switched into

7.6.

A. cause
B. lead
C. result
D. increase

Zadanie 8. (0–4)

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

8.1. .....

- My father runs his own business and is in ..... of a very successful company.
- They fixed my bike free of ..... .
- My battery is flat. Where can I ..... it?

8.2. .....

- At the age of 6 Jenny lost her ..... in an accident. She can't see anything now.
- My friend always faints at the ..... of blood.
- I looked around but, unfortunately, there was no one in ..... to help me.

8.3. .....

- I ..... it for granted that my parents would always help me.
- Jeremy's boss decided to retire, so Jeremy ..... up his post.
- The news that they had got married ..... everybody by surprise.

8.4. .....

- I couldn't drive any further because of the ..... tyre.
- Please lay this dress ..... on the bed. It's just been ironed.
- His house is the last one in the street. It's the red one with a ..... roof.

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Zadanie 9. (0–8)

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 don't feel like going to the concert tonight.
RATHER
I ..... to the concert tonight.

9.2. He works long hours, but he doesn't earn much money.
SPITE
..... long hours, he doesn't earn much money.

9.3. It's a pity Carl didn't participate in the school competition.
PART
I wish Carl ..... the school competition.

9.4. It wasn't a good idea to tell our parents what we had done.
TOLD
We ..... our parents what we had done.

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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. Coraz więcej miast w Polsce udostępnia usługę rowerów publicznych mieszkańcom i turystom. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony takiego rozwiązania.
2. Badania pokazują, że liczba ludzi, którzy czytają książki systematycznie spada. Napisz **artykuł** do gazety, w którym przedstawisz przyczyny tego zjawiska i zaproponujesz, co można robić, aby popularyzować czytanie książek.

Czystopis

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