

Miejsce na identyfikację szkoły

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

**POZIOM ROZSZERZONY**

**Czas pracy: 150 minut**

**MARZEC  
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**Instrukcja dla zdającego**

1. Sprawdź, czy arkusz egzaminacyjny zawiera 13 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.

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

Wpisuje zdający przed rozpoczęciem pracy

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**PESEL ZDAJĄCEGO**

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**KOD  
ZDAJĄCEGO**

### **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. Which of the following stated in the text is a fact and not an opinion?**

- A. You become more confident while carrying a designer handbag.
- B. A designer handbag is seen as a sign of good fashion taste.
- C. Fashion always creates a great first impression.

#### **Tekst 2.**

**1.2. Which is true about the ski centre?**

- A. It has been permanently closed.
- B. Its customers were put at risk.
- C. It is temporarily inaccessible.

#### **Tekst 3.**

**1.3. This text is about**

- A. an group of scientists conducting a study.
- B. an important discovery made by a scientist.
- C. a resolved mystery concerning a certain finding.

### **Zadanie 2. (0–4)**

Usłyszysz dwukrotnie cztery wypowiedzi na temat edukacji przez internet. 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. talks about the length of the online course he/she has taken and its results.
- B. complains about the difficulties he/she had while using his/her computer.
- C. mentions the distance between him/her and an educational facility.
- D. mentions three places he/she has been working at.
- E. talks about physical issues he/she has.

2.1.	2.2.	2.3.	2.4.

### **Zadanie 3. (0–5)**

Usłyszysz dwukrotnie wywiad z nauczycielem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C lub D.

#### **3.1. Jack teaches children**

- A. how to act.
- B. in large groups.
- C. who star in films.
- D. at an acting school.

#### **3.2. The on-set lessons are required to**

- A. start at 8 a.m.
- B. finish no later than 1 p.m.
- C. last fifteen minutes at a time.
- D. take place a certain number of times in a week.

#### **3.3. Which is true about the subjects Jack teaches?**

- A. He enjoys chemistry most.
- B. He wears a costume on certain lessons.
- C. He's unable to teach all school subjects.
- D. He sometimes attends normal school with his pupils.

#### **3.4. Which is true about John's classroom?**

- A. Its location varies.
- B. Its walls are plain.
- C. It's usually a tent.
- D. It's far from the set.

#### **3.5. Jack talks about**

- A. his life achievements.
- B. the dangers of working on set.
- C. the beginnings of his teaching career.
- D. the highlights and downsides of his job.

***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.	explain what one should do immediately after waking up?	
4.2.	mention the negative result of oversleeping?	
4.3.	mention chemicals responsible for being healthy?	
4.4.	describe the process that governs the human body?	

#### THE BENEFITS OF WAKING UP AT THE SAME TIME EVERY DAY

##### A.

Have you ever had to miss or postpone an appointment or a task as you did not wake up on time? Many of us meet this problem at some point in our lifetime. But there's a solution. By having a regular wake up time, you will be able to plan your day precisely. And waking up at the same hour every single day has some serious health benefits, as well. A routine is necessary to keep you determined, motivated, and dedicated. This is even more important when your feelings and emotions spill over. Healthy habits keep you continuously focused and stable when coping with challenges and changes in life.

##### B.

The human body is a biological clock with the succession of a circadian rhythm. This circadian rhythm keeps the digestive system as well as metabolism in balance. Once your body is properly rested, your thyroid gland and hormones can function effectively, thereby triggering the hunger along with enzymatic juices which support digestion. Waking up at the same time daily means regularity. It helps remove toxins from the body, maintains both physical and mental health, and keeps your biological rhythm under control.

##### C.

In order to train yourself to consistently wake up at the same time daily every morning, you should first eliminate the use of any sleeping pills. Despite the process sounding torturous at the beginning, it will be easier to practice over time. Just simply set your alarm clock for a specific time daily, including weekends. However, you should not hit the snooze button, but force your body to get out of bed right after the alarm clock switches off. Bear in mind that, instead of making your newly established habit a strict discipline, you should think of it as a healthy lifestyle. While the first period might be hard, you will feel the benefits of waking up the same time every day in no time.

*adapted from [www.solvibrations.org](http://www.solvibrations.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.

### A \$30,000 FIND

Do you consider yourself lucky? Well, one Australian man, who would like to remain anonymous, can certainly call himself a lucky person after his recent walk around Gemfields in the Queensland region of Australia. Out of sheer boredom the man began kicking the stones scattered on his path. **5.1.** \_\_\_\_\_ When he lifted it from the ground and took a closer look it turned out that he was holding a 14-carat multi-coloured sapphire the size of a golf ball. The area of Gemfields is well-known for its occurrences of precious stones and many tourists venture there to try their luck in fossicking, which means sifting through a prospective area and gathering the found minerals. **5.2.** \_\_\_\_\_ It is a popular activity which can be either done as a part of a guided tour or as an individual recreational activity. Many fossickers travel to remote locations and combine their search with an overnight camping. No wonder – many areas where precious stones can be found are also areas of outstanding natural beauty. Finding such a big stone is a rarity, though. **5.3.** \_\_\_\_\_ Why hadn't anyone spotted it before? Probably, because it wasn't on the path for a long time. A week before there had been a downpour in this region and the rain might have caused the appearance of the stone on the ground surface. **5.4.** \_\_\_\_\_ It turns out, however, that the sale may be a bit difficult. The stone of such a considerable size poses difficulties when it comes to cutting it so it's better to leave it in one piece. Also, it has to be checked for flaws or impurities which, if discovered, can reduce its market value.

- A. All he needed was a little free time, good eyesight and some basic knowledge on how to tell between a precious stone and a worthless piece of rock.
- B. The sapphire's worth has been estimated at about \$30,000 and the finder's first idea was to sell it.
- C. It can only be done by hand (or hand powered tools) and the amount of material removed in a day is typically restricted.
- D. However, one of them, seemed somehow suspicious to him.
- E. Upon examining the sapphire, one gem expert said that he has only seen about four or five stones of such a size and he's been living in the area for more than forty years.

**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.**

### **Tekst 1.**

#### **THE METEORITE**

Then came the first falling star. It was seen early in the morning, rushing over Winchester eastward, a line of flame high in the atmosphere. Hundreds must have seen it, and taken it for an ordinary falling star. Albin described it as leaving a greenish streak behind that glowed for some seconds. Denning, our greatest authority on meteorites, stated that it fell to earth about one hundred miles east of him. I was at home at that hour and writing in my study; and although my windows were opened and the blind was up, I saw nothing of it. Some of those who saw its flight say it travelled with a hissing sound. I, myself, heard nothing of that.

Ogilvy, who had seen the shooting star and who was convinced that the meteorite lay somewhere on the common between Horsell, Ottershaw, and Woking, ventured early with the idea of finding it. Find it he did, not far from the sand-pits. An enormous hole had been made by the impact, and the sand and gravel had been flung violently in every direction over the heath, forming heaps visible a mile and a half away.

The Thing itself lay almost entirely buried in sand. The uncovered part had the appearance of a huge cylinder with a diameter of about thirty yards. He approached the mass, quite stunned, since most meteorites are rounded more or less completely. It was, however, still so hot from its flight through the air as to forbid his near approach.

He remained standing at the edge of the pit that the Thing had made for itself, staring at its strange appearance. Then suddenly he noticed that some of the grey ashes that covered the meteorite, were falling off the circular edge of the end. A large piece suddenly came off and fell with a sharp noise that brought his heart into his mouth.

For a minute he scarcely realised what this meant, and, although the heat was excessive, he clambered down into the pit close to the bulk to see the Thing more clearly. And then he perceived that, very slowly, the circular top of the cylinder was rotating on its body. Then the thing came upon him in a flash. The cylinder was artificial – hollow – with an end that screwed out! Something within the cylinder was unscrewing the top!

*adapted from The War of the Worlds by H.G. Wells*

#### **6.1. From the first paragraph we learn that**

- A. the meteorite was observed at dusk.
- B. many people thought the meteorite wasn't unusual.
- C. the author was scared of the meteorite's appearance.
- D. the author suspected the meteorite had fallen somewhere nearby.

#### **6.2. What surprised Ogilvy?**

- A. the meteorite's size
- B. the meteorite's shape
- C. the meteorite's location
- D. the meteorite's temperature

#### **6.3. The text describes**

- A. the author's surprising discovery.
- B. a man who found something by chance.
- C. an encounter with something extraterrestrial.
- D. a chain of events that led to the creation of something.

**Tekst 2.**

**FINDING ASTEROIDS**

On 12 October 2017 an asteroid the size of a bus whizzed past Earth ten times faster than a jet plane (25,000 kilometres an hour). An asteroid of this size would have quickly burnt up in Earth's atmosphere, but its close shave with Earth raised a lot of questions. How can we fend off an asteroid on a crash course with Earth? Which method would give us the best chance of success? To answer this, scientists have been using something called "machine learning".

Machine learning is all around us – it's used by email spam filters, recommendations in online shops, and in many other places. With machine learning, to get the computer to perform a task, you show it examples of that task being done. The computer learns how to do that task from the examples that it is given. In this case, the computer was fed millions of simulations of asteroids careening towards Earth. Each one resulted in either the asteroid hitting or missing to Earth. The success was based on many things, from size of the asteroid, to the method used divert it, and how early it was spotted.

Using this information, the computer was trained to see patterns in when a hit or a miss might occur. Once the computer is properly trained, it can tell us the best way to stop an asteroid hitting Earth.

So, if one day we discover a real asteroid on a collision course with Earth, the computer will use its training to instantly tell whether or not we will be able to move it out of a collision course. Plus, it can tell us how to do it!

*adapted from [www.space-awareness.org](http://www.space-awareness.org)*

**6.4. According to the text, machine learning**

- A. has already enabled the discovery of many asteroids.
- B. has been invented to protect Earth from asteroids.
- C. is present in various areas of human activity.
- D. is still a thing of the future.

**6.5. The author of this text**

- A. explains the idea behind machine learning and its usefulness.
- B. describes the discovery of a potentially dangerous asteroid.
- C. warns readers against the dangers of machine learning.
- D. presents the outcomes of asteroid collision.

***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.

#### PRINTING A HOUSE

Have you heard of 3D printers? These devices have already revolutionised many branches of industry and they're soon 7.1. \_\_\_\_\_ to revolutionise yet another one, namely housebuilding. In the near future, the time-consuming process of building a house in a traditional way 7.2. \_\_\_\_\_ become obsolete. A Chinese company has 3D printed a two-story house in a jiffy. They used six pre-printed modules that were assembled before a live audience in little less than three hours. The people were then invited to see the house's interior. It's worth mentioning that the house is fireproof and able to 7.3. \_\_\_\_\_ a strong earthquake. The construction material however, has remained the company's secret. Although the house was 3D printed, it can be customised as well. Potential homeowners would be able to choose 7.4. \_\_\_\_\_ various decorative materials such as wood, granite and marble.

- 7.1.  
A. required  
B. doubt  
C. bound  
D. made

- 7.2.  
A. may  
B. may have  
C. would rather  
D. will be able to

- 7.3.  
A. withstand  
B. prevent  
C. persist  
D. cope

- 7.4.  
A. between  
B. from  
C. over  
D. by

**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.

### THE DIRTIEST PLACES IN YOUR HOUSE

Sorry, germaphobes: scientists estimate that up to a trillion bacteria can be living on the human body at any given point in time. While such a **8.1.** \_\_\_\_\_ (THINK) is gross enough, what's ickier yet is that we're also exposing ourselves to additional bacteria. Unfortunately, despite what you might think, it's not just about un-mopped floors. Your computer is probably touched by you for hours every single day, but the odds are you're not cleaning it nearly as **8.2.** \_\_\_\_\_ (FREQUENCY) as other parts of your home. Spoiler alert: you really should be. Not only are your not-exactly-bacteria-free hands touching your computer all day long, but you're also dropping dead skin cells into all those gaps between keys at a **8.3.** \_\_\_\_\_ (PHENOMENON) rate. The result? Research suggests that the average keyboard is dirtier than a toilet seat. Can you say yuck? Scientists advise using compressed air cleaner between the keys on a **8.4.** \_\_\_\_\_ (DAY) basis and wiping the keyboard down with an electronics-safe cleaner at least once a week!

*adapted from www.solvibrations.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 podanym. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.

9.1.

I think that visiting Barcelona again next week will be great.

LOOKING

I'm \_\_\_\_\_ visiting Barcelona again next week.

9.2.

Despite his intelligence, John often behaves as a child.

SPITE

In \_\_\_\_\_, John often behaves as a child.

9.3.

It looks as if those shoes aren't particularly comfortable.

SEEM

Those shoes \_\_\_\_\_ particularly comfortable.

9.4.

What a pity that I missed the last train home.

ONLY

If \_\_\_\_\_ the last train home.













