

Miejsce na identyfikację szkoły

**ARKUSZ PRÓBNEJ MATURY
Z OPERONEM
JĘZYK ANGIELSKI
POZIOM ROZSZERZONY
CZĘŚĆ II**

**LISTOPAD
2013**

Czas pracy: 70 minut

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 8 stron (zadania 4.–9.). 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.
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. Tylko odpowiedzi zaznaczone na karcie będą oceniane.

Życzymy powodzenia!

Za rozwiązanie
wszystkich zadań
można otrzymać
łącznie **27 punktów**.

Wpisuje zdający przed rozpoczęciem pracy

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PESEL ZDAJĄCEGO

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**KOD
ZDAJĄCEGO**

ROZUMIENIE ZE SŁUCHU

Zadanie 4. (4 pkt)

Usłyszysz dwukrotnie wypowiedź greckiego szefa kuchni na temat prawidłowego przyrządzenia potrawy typowej dla kuchni greckiej. Z podanych odpowiedzi wybierz tę, która jest zgodna z informacjami zawartymi w nagraniu. Zakreśl literę A, B, C lub D.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

4.1. *Horiatiki* means

- A. a Greek salad.
- B. of the village.
- C. summertime.
- D. the Greek culture.

4.2. How many variations of *horiatiki* do we have?

- A. dozens
- B. only one
- C. it's impossible to count it
- D. about a hundred

4.3. The olives should not be

- A. freshly taken from an olive tree.
- B. preserved in oil.
- C. preserved in salt.
- D. of intensive flavour.

4.4. The feta cheese should be

- A. cut in cubes.
- B. sliced thinly.
- C. crumbled with the hand.
- D. put earlier in an oregano marinade.

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Zadanie 5. (5 pkt)

Usłyszysz dwukrotnie pięć historii opisujących dziwne zbiegi okoliczności. Do każdej anegdoty (5.1.–5.5.) dopasuj właściwy nagłówek (A–G), wpisując odpowiednią literę do tabeli.

Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej historii.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. When a film comes to reality
- B. A faith from the sky
- C. A cheeseburger with a surprise
- D. Inside the world of agent
- E. A sentimental journey through pages
- F. The greatest writer in the world
- G. Straight from the children’s song

5.1.	5.2.	5.3.	5.4	5.5

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Zadanie 6. (6 pkt)

Usłyszysz dwukrotnie tekst na temat snu. Zaznacz w tabeli znakiem X, które zdania (6.1.–6.6.) są zgodne z treścią nagrania (T – true), a które nie (F – false).

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

		T	F
6.1.	After years of studying sleep and dream we finally can say what their functions are.		
6.2.	Scientists say that each of us dreams during sleeping but some of us remember it more often than the others.		
6.3.	When you sleep your brain goes through all the information gathered during the day and divides if it is vital and worth remembering or not.		
6.4.	Scientists have excluded a theory saying that dreams and emotions of a sleeping person are connected.		
6.5.	If during the day you’ve met a huge problem or dealt with something very important, it is very likely that you will dream about it literally or metaphorically.		
6.6.	It is believed that while we are sleeping our brains speed up and that’s the way they create dreams.		

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ROZUMIENIE TEKSTU PISANEGO I ROZPOZNAWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

Zadanie 7. (6 pkt)

Przeczytaj tekst, z którego usunięto nagłówki. Uzupełnij luki (7.1.–7.6.) brakującymi nagłówkami (A–H) tak, aby otrzymać logiczny i spójny tekst.

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

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

THE COMPLEX HISTORY OF COFFEE

7.1. _____

In the Ethiopian highlands, where the legend of Kaldi, the goatherd, originated, coffee trees grow today as they have for centuries. Though we will never know with certainty, there probably is some truth to the Kaldi legend.

It is said that he discovered coffee after noticing that his goats, upon eating berries from a certain tree, became so spirited that they did not want to sleep at night.

Kaldi dutifully reported his findings to the abbot of the local monastery who made a drink with the berries and discovered that it kept him alert for the long hours of evening prayer. Soon the abbot had shared his discovery with the other monks at the monastery, and ever so slowly knowledge of the energizing effects of the berries began to spread. As word moved east and coffee reached the Arabian peninsula, it began a journey which would spread its reputation across the globe.

7.2. _____

The Arabs were the first, not only to cultivate coffee but also to begin its trade. By the fifteenth century, coffee was being grown in the Yemeni district of Arabia and by the sixteenth century it was known in Persia, Egypt, Syria and Turkey. Its popularity was perhaps due, in part, to the fact that Muslims, forbidden alcoholic drink by the Koran, found coffee's energizing properties to be an acceptable substitute. Coffee was not only drunk in homes but also in the many public coffee houses – called qahveh khaneh – which began to appear in cities across the Near East. The popularity of the coffee houses was unequalled and people frequented them for all kinds of social activity. Not only did they drink coffee and engage in conversation, but they also listened to music, watched performers, played chess and kept current on the news of the day. In fact, they quickly became such an important center for the exchange of information that the coffee houses were often referred to as 'Schools of the Wise.' With thousands of pilgrims visiting the holy city of Mecca each year from all over the world, word of the 'wine of Araby' as the drink was often called, was beginning to spread far beyond Arabia. In an effort to maintain its complete monopoly in the early coffee trade, the Arabians continued to closely guard their coffee production.

7.3. _____

European travellers to the Near East brought back stories of the unusual dark black beverage. By the 17th century, coffee had made its way to Europe and was becoming popular across the continent. Opponents were overly cautious, calling the beverage the 'bitter invention of Satan.' With the coming of coffee to Venice in 1615, the local clergy condemned it. The controversy was so great that Pope Clement VIII was asked to intervene. Before making a decision however, he decided to taste the beverage for himself. He found the drink so satisfying that he gave it Papal approval.

7.4. _____

Despite such controversy, in the major cities of England, Austria, France, Germany and Holland, coffee houses were quickly becoming centers of social activity and communication. In England ‘penny universities’ sprang up, so called because for the price of a penny one could purchase a cup of coffee and engage in stimulating conversation. By the mid-17th century, there were over 300 coffee houses in London, many of which attracted patrons with common interests, such as merchants, shippers, brokers and artists.

Many businesses grew out of these specialized coffee houses. Lloyd’s of London, for example, came into existence at the Edward Lloyd’s Coffee House.

7.5. _____

In the mid-1600’s, coffee was brought to New Amsterdam, a location later called New York by the British. Though coffee houses rapidly began to appear, tea continued to be the favored drink in the New World until 1773 when the colonists revolted against a heavy tax on tea imposed by King George. The revolt, known as the Boston Tea Party, would forever change the American drinking preference to coffee.

7.6. _____

In only 100 years, coffee had established itself as a commodity crop throughout the world. Missionaries and travellers, traders and colonists continued to carry coffee seeds to new lands and coffee trees were planted worldwide. Plantations were established in magnificent tropical forests and on rugged mountain highlands. Some crops flourished, while others were short-lived. New nations were established on coffee economies. Fortunes were made and lost. And by the end of the 18th century, coffee had become one of the world’s most profitable export crops.

adapted from www.ncausa.org

- A. Coffee equals money
- B. Long live the goat!
- C. The Old Continent welcomes coffee
- D. Difficult beginning
- E. The Arabian Treasure
- F. Coffee goes to America
- G. A cup of pleasure for the rich and the poor
- H. The New Era of coffee drink

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (4 pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz tę, która jest zgodna z informacjami zawartymi w tekście. Zakreśl literę A, B, C lub D.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

LIVING IN THE DESERT

Desert people usually live in the desert because of its unique qualities. Most desert people will be able to point out specific unique characteristics of the particular hot desert in which they occupy.

One of its inevitable elements is the collection of extraordinary plants and living creatures. For all you could know, hot deserts could be a habitat for thousands of wild animals and plants. On the contrary to the flora and fauna, the average person may not be able to withstand the heat of a hot desert. The hot desert doesn't even manage to stay consistently hot, there are days when it will be cold and very rainy. The average person may not have the patience to put up with these hot desert traits. Desert people are aware that it is worth putting up with these hot desert traits because there are many beautiful and graceful things about a hot desert.

There are a few tips that desert people will give to you if you are ever thinking to settle down in a hot desert yourself, for instance – that you must restore your air filters at your house on a monthly basis. The people of the desert will tell you how much dirt and dust travels into your home at a hot desert. Especially if you decide to have your windows opened on a sunny day and forget to close the windows. Another critical tip from desert people will be to never wander around a hot desert without knowing your surroundings.

Due to the fact that some hot deserts have a heavy volume of tourists flocking to and from you should be careful of leaving valuable possessions of yours unattended. Desert people will tell you that you are better off safe than sorry. There is an increased report of crimes of theft in a hot desert when it comes to cars left unattended containing valuables. They will also teach you that you should never go up and touch hot desert wildlife if you do not know what it is. Make sure to view these animals or plants from a secure distance. Hot desert wildlife can always be unpredictable as with any wild animals.

Make sure to consistently watch and check your entire house for any damages due to the hot desert. Desert people also look out for any pests or rodents in the house. It is important to have any damages on the house fixed as soon as possible. Desert people are usually very efficient with their ways of living because you must be avoiding waste to survive in a hot desert.

adapted from www.sonorandesertgeotourism.org

8.1. Wild animals and plants

- A. occur in all deserts.
- B. may be found in a desert.
- C. have lived in a desert for thousands of years.
- D. occupy people's habitats

8.2. The average person

- A. probably will not be able to tolerate hot desert traits.
- B. will put an effort to stay in a desert.
- C. is consistently hot.
- D. is not patient enough to stay in a desert for a long time.

8.3. If in a desert, you must remember

- A. to have a spare air filter with you.
- B. that most people there are criminals.
- C. that you can't leave your car anywhere.
- D. to look after your belongings.

8.4. In order to survive, people of the desert need to be

- A. economical.
- B. wasteful.
- C. brutal.
- D. professional handy-men.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (2 pkt)

Przeczytaj fragment artykułu o twórczości Virginii Woolf. Uzupełnij tekst, wybierając z tabeli odpowiednie formy. Wpisz w miejsca oznaczone linią ciągłą (9.1.–9.4.) literę A, B, C lub D. Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.

One effect of Virginia Woolf's choice of the multiple point of view narrative mode is immediately obvious when we examine the characters and characterisation of *To the Lighthouse*. (9.1.) _____ are these characters observed in action, or reflected in the consciousness of themselves and others, but their very perspective on external reality serves to define (9.2.) _____. We cannot, for example, speak with confidence of Mrs Ramsay's goodness without acknowledging the reservations imposed by herself and the other characters upon that goodness. Furthermore, we have to take into account the characteristic quality of Mrs Ramsay's view of the world. It is impossible, therefore, to make any clear-cut distinction between the characters in this novel and its narrative mode. Virginia Woolf's method (9.3.) _____ creating the characters in *To the Lighthouse* is, in a sense, a cumulative one. What's more, our knowledge of the characters depends on the accumulated impressions of them we receive, both from their own reflections and observations and from the responses they elicit from the other characters. The reader is (9.4.) _____ to re-create for himself the characters of this novel.

adapted from www2.ulg.ac.be

	A.	B.	C.	D.
9.1.	Not only	Unless	Although	Never
9.2.	their	us	them	him
9.3.	with	from	for	of
9.4.	obligate	obliged	obliging	obligatory

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

