

Miejsce na identyfikację szkoły

**ARKUSZ PRÓBNEJ MATURY  
Z OPERONEM  
JĘZYK ANGIELSKI  
POZIOM PODSTAWOWY**

**LISTOPAD  
2012**

**Czas pracy: 120 minut**

**Instrukcja dla zdającego**

1. Sprawdź, czy arkusz egzaminacyjny zawiera 11 stron (zadania 1.–8.). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 20 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.–6. oceniane będą tylko odpowiedzi zaznaczone na karcie.

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

*Życzymy powodzenia!*

Wpisuje zdający przed rozpoczęciem pracy

|  |  |  |  |  |  |  |  |  |  |  |
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**PESEL ZDAJĄCEGO**

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**KOD  
ZDAJĄCEGO**

Arkusz opracowany przez Wydawnictwo Pedagogiczne OPERON.

Kopiowanie w całości lub we fragmentach bez zgody wydawcy zabronione. Wydawca zezwala na kopiowanie zadań przez dyrektorów szkół biorących udział w programie Próbną Maturę z OPERONEM.

## ROZUMIENIE ZE SŁUCHU

### Zadanie 1. (5 pkt)

Usłyszysz dwukrotnie pięć wypowiedzi na temat sposobów uczenia się języka angielskiego. Do każdej wypowiedzi (1.1.–1.5.) dopasuj właściwe zdanie (A–F), wpisując odpowiednią literę do tabeli.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. The person suggests dating an English speaker.
- B. The person suggests going to an English speaking country.
- C. The person talks about learning words.
- D. The person says grammar is not so important.
- E. The person recommends learning English whenever you can.
- F. The person likes chatting online.

| 1.1. | 1.2. | 1.3. | 1.4. | 1.5. |
|------|------|------|------|------|
|      |      |      |      |      |

### PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

### Zadanie 2. (5 pkt)

Usłyszysz dwukrotnie wypowiedź na temat pracy w domu mody. Zaznacz w tabeli znakiem X, które zdania (2.1.–2.5.) są zgodne z treścią nagrania (T – true), a które nie (F – false).

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

|      |                                                          | T | F |
|------|----------------------------------------------------------|---|---|
| 2.1. | People here must wear elegant clothes to work.           |   |   |
| 2.2. | The men in this company are more extravagant than women. |   |   |
| 2.3. | One man dyes his hair to match his tie.                  |   |   |
| 2.4. | A huge number of models smoke cigarettes.                |   |   |
| 2.5. | Everybody is supposed to be at work around eight a.m.    |   |   |

### PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

### **Zadanie 3. (5 pkt)**

Usłyszysz dwukrotnie wiadomości radiowe. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakończ literę A, B lub C.

**Za każde poprawne rozwiązanie otrzymasz 1 punkt.**

#### **3.1. The investigators**

- A. have discovered that one of the light bulbs was burnt out.
- B. are still investigating the case.
- C. said that revealing the truth will be very hard.

#### **3.2. People who sleep for six hours a day**

- A. are usually more alert and smarter.
- B. are much more lazy.
- C. are happier and usually have a better life.

#### **3.3. An ice rink**

- A. is to be open in the following week.
- B. is supposed to start for the winter festival.
- C. will be free for all children.

#### **3.4. Thousands of people have been left disappointed as**

- A. they haven't won the plane ticket to Bahamas.
- B. they couldn't get any juice.
- C. the company „Juicy O” has cheated at the competition.

#### **3.5. The upcoming golf championships are expected to be**

- A. a huge failure.
- B. the biggest of this kind so far.
- C. a successful sports event.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

## ROZUMIENIE PISANEGO TEKSTU

### Zadanie 4. (5 pkt)

Przeczytaj tekst. Do każdego fragmentu tekstu (4.1.–4.5.) dopasuj właściwy tytuł (A–F), wpisując odpowiednio litery do tabeli.

Uwaga: jeden tytuł został podany dodatkowo i nie pasuje do żadnego fragmentu.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

#### HEALTH AND FITNESS

4.1.

It is a crucial component of exercise. It should not be performed before a warm-up. Many people may believe that it will increase a range of movement while exercising.

4.2.

Some women may avoid it. They are afraid of having large muscles. In reality, women simply do not produce the amount of testosterone that is needed for muscles to become bigger. It is not possible for women to get large amounts of muscle through natural methods.

4.3.

It is not necessary to drink eight glasses every day. Most people consume plenty of fluids and recent research has shown that many food sources and beverages such as juice, coffee and soda can also help people meet their hydration needs. People should drink it only when they feel thirsty, live in a hot or humid climate, or after physical exercises.

4.4.

It is normal to experience discomfort one day after exercising. Individuals should never feel it while they are exercising. If something makes you feel uncomfortable during exercise, it means you have an injury. This can be caused by exercising in a wrong way.

4.5.

When you exercise, blood flows in your body. The tubes that carries blood from your heart to the rest of your body become wider. It is possible for lactic acid to cause pain in muscles. While sitting in warm water may be comfortable and relaxing, chilled water is actually more suitable for anyone who experiences muscle pain.

*adapted from www.ezinearticles.com*

- A. Have a bath
- B. Stretching before exercising
- C. Pain during exercise
- D. Water each day
- E. Strength training
- F. Fitness in the morning

| 4.1. | 4.2. | 4.3. | 4.4. | 4.5. |
|------|------|------|------|------|
|      |      |      |      |      |

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

### Zadanie 5. (7 pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B lub C.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

Look down from the computer screen onto the keyboard and think. Q-W-E-R-T-Y. How did this pattern of letters become part of our language? It seems so random, not alphabetic and rather illogical. Yet it is also hardwired into tens of millions of brains and hundreds of millions of fingers around the world. It is pretty much unchanged since it was standardized in the 1870s.

So how did we end up with Qwerty? In the USA after the civil war era it became very popular to standardize everything. The new world was to be a mechanical one. A .22 bullet had to fit any .22 gun or rifle in the world. A typist had to be able to write on any typewriter. There was hot competition to create a single typewriter standard.

The inventor of the Qwerty keyboard was Christopher Sholes, a Milwaukee port official, Wisconsin senator, newspaper editor and a man who tried to invent not ‘a’ typewriting machine, but ‘the’ typewriting machine.

The challenge was mechanical; to invent a system which connected easy use with the complicated technology of ink, metal keys and springs.

His first attempt was alphabetical, but the type bars hit each other due to the key order. So Sholes changed them in a way to make the machine work. Frequency and combinations of letters had to be considered to prevent keys hitting each other.

The typewriter wars were powered by typing competitions, where typists would battle it out to achieve the highest word counts.

Not surprisingly, type would hit each other and stick. So Sholes, it is said, reorganized the letters on his machine in order to keep speeds down.

In 1873, Qwerty was adopted by Remington, famous for its arms and sewing machines as well as its typewriters, and it became adopted as the basis not only for English but the majority of European languages as well.

In the early 1930s, time and motion expert August Dvorak made Qwerty less important by producing some empirical evidence proving that it’s not the best system.

As an alternative, he produced an ergonomically designed keyboard which could have meant the end of Qwerty. Dvorak users reported faster, more accurate typing and fewer keys hitting each other. But it was too late. Just as AC beat DC, the audio cassette beat 8-track and VHS beat Betamax, Qwerty won the format war.

Typewriters with the familiar layout were already used in offices around the world. With Qwerty came standardization and compatibility. And, although there may be more efficient keyboards, these offer only very small improvements.

If users are truly looking for speed and accuracy, they could consider stenotypes used by stenographers in courtrooms. These machines have 22 keys and are capable of typing at the speed of speech, around 180 words per minute, or three words every second.

*adapted from www.bbc.co.uk*

#### 5.1. The letters on a Qwerty keyboard

- A. are difficult to remember.
- B. seem to be illogically ordered.
- C. have been changed many times since 1870.

#### 5.2. The USA

- A. wanted to create a system of standards for almost everything.
- B. tried to use different standards for guns and typewriters.
- C. had a need for standardization before the civil war.

**5.3. The new typewriter**

- A. had to allow people to write quickly.
- B. had to have an alphabetical order of letters.
- C. had to be easy to use.

**5.4. One of the first typewriters that Sholes made**

- A. caused the keys to hit each other and block.
- B. couldn't stand the heat created by someone typing on it.
- C. had to be used frequently.

**5.5. After a typing competition it is supposed that Sholes changed the order of letters**

- A. to slow down the typing.
- B. to improve the speed of typing.
- C. to make them more logical.

**5.6. The Qwerty keyboard**

- A. is by far more efficient than other keyboards.
- B. is a lot less efficient than other keyboards.
- C. is only a little less efficient than other keyboards.

**5.7. Stenographers**

- A. use Qwerty keyboards.
- B. can write quicker than Qwerty typists.
- C. write using longer versions of words.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 6. (8 pkt)**

Przeczytaj tekst. Zaznacz w tabeli znakiem X, które zdania (6.1.–6.8.) są zgodne z treścią tekstu (T – true), a które nie (F – false).

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

**THE SECRET LANGUAGE OF DOLPHINS**

Here's a conversation worth talking about: A mother dolphin chats with her baby... over the telephone! The special call was made in an aquarium in Hawaii, where the mother and her two-year-old baby dolphin swam in separate tanks connected by a special underwater audio link. The two dolphins began squawking and chirping to each other – typical dolphin way of communicating.

**Cracking the Code**

„It seemed clear that they knew who they were talking with”, says Don White, whose Project Delphis ran the experiment. „Information was passing back and forth pretty quickly”. But what were they saying? That's what scientists are trying to find out by studying wild and captive dolphins all over the world to decipher their secret language. They haven't completely cracked the code yet, but they're listening... and learning.

**Chatty Mammals**

In many ways, you are just like the more than 30 species of dolphins that swim in the world's oceans and rivers. Dolphins are mammals, like you are, and must swim to the surface to breathe air. Just as you might, they team up in groups, do things together. And they're smart.

They also talk to each other. Starting from birth, dolphins squawk, whistle, click, and squeak.

„Sometimes one dolphin will vocalize and then another will seem to answer”, says Sara Waller, who studies bottlenose dolphins of the California coast. „And sometimes members of a group vocalize in

different patterns at the same time, much like many people chattering at a party”. And just as you gesture and change facial expressions as you talk, dolphins communicate nonverbally through body postures, jaw claps, bubble blowing, and fin caresses.

### Thinking Dolphin

Scientists think dolphins „talk” about everything from basic facts like their age to their emotional state. „I speculate that they say things like there are some good fish over here”, or „watch out for that shark because he’s hunting”, says Denise Herzing, who studies dolphins in the Bahamas.

When the going gets tough, for instance, some dolphins call for backup. After being bullied by a duo of bottlenose dolphins, one spotted dolphin returned to the scene the next day with a few pals to chase and harass one of the bully bottlenose dolphins. „It’s as if the spotted dolphin communicated to his buddies that he needed their help, then led them in search of this guy”, says Herzing, who watched the scuffle.

### Language Lessons

Kathleen Dudzinski, director of the Dolphin Communication Project, has listened to dolphins for more than 17 years, using high-tech gear to record and analyze every nuance of their language. But she says she’s far from speaking „dolphin” yet. Part of the reason is the nature of the animals. Dolphins are fast swimmers who can stay underwater for up to ten minutes between breaths. „It’s like studying an iceberg because they spend most of their lives underwater”, Dudzinski says.

Deciphering „dolphin speak” is also tricky because their language is so dependent on what they’re doing, whether they’re playing, fighting, or going after tasty fish. It’s no different for humans. Think about when you raise a hand to say hello. Under other circumstances, the same gesture can mean good-bye, stop, or that something costs five bucks. It’s the same for dolphins. During fights, for example, dolphins clap their jaws to say „back off!” But they jaw clap while playing, too, as if to show who’s king of the underwater playground. „I have not found one particular dolphin behaviour that means the same thing every time you see it”, says Dudzinski. „If you like mysteries and detective work, then this is the job for you”. And who knows – maybe someday you’ll get a phone call from a dolphin.

*adapted from www.kids.nationalgeographic.com*

|      |                                                                                                     | T | F |
|------|-----------------------------------------------------------------------------------------------------|---|---|
| 6.1. | The mother and baby dolphin talked to each other while swimming in the same pool tanks.             |   |   |
| 6.2. | Don White thinks the dolphins knew who they were talking to.                                        |   |   |
| 6.3. | Scientists understand „dolphin language”.                                                           |   |   |
| 6.4. | Dolphins breathe under water.                                                                       |   |   |
| 6.5. | Dolphins use body language.                                                                         |   |   |
| 6.6. | Scientists think dolphins only talk about fishing.                                                  |   |   |
| 6.7. | Kathleen Dudzinski has been analyzing each element of „dolphin language” for almost eighteen years. |   |   |
| 6.8. | In „dolphin speak” some gestures mean different things depending on the situation.                  |   |   |

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 7. (5 pkt)**

- poinformujesz go, gdzie mieszkasz,
- opisziesz krótko, jak spędzasz czas,
- napiszesz, co ci się najbardziej podoba w Irlandii,
- opowiesz, jakie masz plany na najbliższy weekend.

*Podpisz się jako XYZ. W zadaniu nie ma określonego limitu słów. Oceniana jest umiejętność zwięzłego przekazu wszystkich wskazanych w poleceniu informacji (4 punkty) oraz poprawność językowa (1 punkt).*

# CZYSTOPIŚ

This image shows a full page of a document template designed for handwritten notes or essays. It features approximately 28 evenly spaced horizontal grey lines across the entire page, providing a guide for writing. The margins are consistent on all sides, and there are no pre-printed headers, footers, or other markings on the page.

|                       | TREŚĆ  |        |        |        | POPRAWNOŚĆ<br>JĘZYKOWA | RAZEM |
|-----------------------|--------|--------|--------|--------|------------------------|-------|
|                       | Inf. 1 | Inf. 2 | Inf. 3 | Inf. 4 |                        |       |
| <b>Liczba punktów</b> | 0–1    | 0–1    | 0–1    | 0–1    | 0–1                    |       |



Książki do matury: [sklep.maturalny.pl](https://sklep.maturalny.pl)



- poinformujesz, gdzie i kiedy odbyła się impreza oraz jaki był jej temat,
- opowiesz, ile trwały przygotowania i jaki był w nich twój udział,
- opisziesz konflikt, który powstał podczas przygotowań, oraz sposób jego rozwiązania,
- zrelacjonujesz przebieg imprezy i scharakteryzujesz reakcję zaproszonych gości.

*Pamiętaj o zachowaniu odpowiedniej formy i stylu listu. Nie umieszczaj żadnych adresów. Podpisz się jako XYZ. Długość listu powinna wynosić od 120 do 150 słów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), forma (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).*

**Uwaga: jeśli praca będzie zawierać więcej niż 200 słów, otrzymasz za jej formę 0 punktów.**

# CZYSTOPIŚ

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

|                | TREŚĆ   |         |         |         | FORMA | BOGACTWO<br>JĘZYKOWE | POPRAWNOŚĆ<br>JĘZYKOWA | RAZEM |
|----------------|---------|---------|---------|---------|-------|----------------------|------------------------|-------|
|                | Inf. 1  | Inf. 2  | Inf. 3  | Inf. 4  |       |                      |                        |       |
| Liczba punktów | 0–0,5–1 | 0–0,5–1 | 0–0,5–1 | 0–0,5–1 | 0–1–2 | 0–1–2                | 0–1–2                  |       |

[illegible]

