CENTRALNA KOMISJA EGZAMINACYJNA

WYPEŁNIA ZDAJĄCY

KOD	PESEL

miejsce na naklejkę

PRÓBNY EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM PODSTAWOWY

DATA: **kwiecień 2020 r.**
CZAS PRACY: **120 minut**
LICZBA PUNKTÓW DO UZYSKANIA: **50**

NOWA FORMUŁA

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 13 stron (zadania 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty 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 będą oceniane.
6. Na tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
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.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

MJA-P1_1P

Układ graficzny
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Zadanie 1. (0–5)

Usłyszysz dwukrotnie rozmowę na temat nietypowej restauracji. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (P – Prawda), a które nie (F – Fałsz).

		P	F
1.1.	*Dinner in the Sky* is a restaurant on top of a high building.		
1.2.	Alistair had a meal in *Dinner in the Sky* in many different cities.		
1.3.	*Dinner in the Sky* organises different kinds of events.		
1.4.	There are usually three waiters looking after the guests.		
1.5.	You must not open your safety belt while eating your meal.		

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi związane z uśmiechem. 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 person

A. complains about the university he/she attends.
B. describes how someone's smile changed his/her attitude to life.
C. presents how a well-known symbol started to be used.
D. suggests a smile can help your professional career.
E. expresses his/her disappointment with something.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–6)

Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

3.1. What should the boy do with the medicine?

A. drink it

B. swallow it

C. rub it into his skin

Tekst 2.

3.2. What has Jane changed about her appearance?

A. She has stopped wearing black frames.

B. She has a different hairstyle.

C. She is no longer trendy.

Tekst 3.

3.3. The speaker was happy because

A. he could comment on other presentations.

B. a science centre offered him a job.

C. the viewers understood his explanations.

Tekst 4.

3.4. What does the speaker advertise?

A. an event for people interested in buying a house

B. services of a famous interior design company

C. an innovative house-building technology

Tekst 5.

3.5. The band realized that ice can be used to make music when

A. a woman fell down on the frozen lake.

B. they transported their drums across the frozen lake.

C. some musicians had a concert by a frozen lake.

Tekst 6.

3.6. What are the girl and the boy talking about?

A. an art teacher's success

B. the boy's latest painting

C. the city's art project

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. NA KARTĘ ODPOWIEDZI!

Zadanie 4. (0–4)

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej z oznaczonych części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą kratkę.
Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

A. DO NOT ATTRACT ATTENTION WITH WHAT YOU WEAR
B. WATCH YOUR BELONGINGS WHEN EATING OUT
C. DO NOT KEEP ALL YOUR MONEY IN YOUR WALLET
D. PAY WITH CREDIT CARD INSTEAD OF CASH
E. DO NOT CONSULT YOUR GUIDEBOOKS IN PUBLIC PLACES
F. AVOID TALKING TO PEOPLE YOU DON'T KNOW

HOW NOT TO BE ROBBED ON HOLIDAY IN A BIG CITY

With the holiday season on the way, we would like to advise you how to avoid being robbed.

4.1.	

Many of us have a wardrobe of colourful vacation trousers or hats. We recommend that you leave this collection at home. Save the Hawaiian dresses for a Bad Taste Party or a barbecue on a beach. If you are walking around the city centre wearing Bermuda shorts and flip-flops, you become an easy target for pickpockets.

4.2.	

Even if you stand out as a foreigner, do not show you are a tourist. If you need to look at a map or read about a famous landmark, do it in a place which is not in full view of everyone, definitely not in a busy street, on a bus or when having a meal in a restaurant. It's better to study leaflets and travel guides in your hotel room.

4.3.	

When you are in a restaurant do not put your bag or camera over the back of a chair. Pickpockets will often come from behind and you won't notice that your bag is gone until you want to take out your wallet or credit card to pay the bill. When you are having a meal, keep an eye on your bag and anything valuable you have with you.

4.4.	

To steal things, pickpockets need to come close to people and distract them. You might be robbed by one person while having a conversation with another. That is why pickpockets often work in teams. So, be careful about strangers asking you for help or trying to make friends with you and do not trust them even if they seem nice or helpless.

adapted from www.barcelonayellow.com

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–3)

Przeczytaj trzy teksty związane ze sportem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

GOAL!

It's the seventh minute of the match against Liverpool, one of the top clubs in Britain. And we're expected to lose. Bruce is coming towards me. Should I try to pass the ball to him or shoot?

"Round the keeper," someone calls out. "Shoooot!!!" shout the majority.

I decide to kick the ball and I can see it going high. I look up and see my parents shouting wildly, for the first time here, not in front of the TV set on the sofa. The ball turns right and falls inside the left-hand post. I've just scored a goal and we're one-nil up against the favourites.

adapted from http://www.theguardian.com

5.1. Who is the narrator?

A. a footballer playing a match
B. a football fan cheering his team
C. a TV viewer watching a game

Tekst 2.

GOLF COURSES GO GREEN

There are situations when something that used to be popular becomes unwanted. This is what's happening in Japan, where too many golf courses have been built. Nowadays, Japanese interest in golf is much smaller because golfing has become too expensive. That's why today many golf courses in Japan aren't used anymore. The solution? Turning them into solar farms. Golf courses are large open spaces that often get lots of sunlight and may be turned into sources of cheap energy. The first project is now under construction and others will follow. When the solar farms start working, enough power for about 8100 houses will be produced from just one golf course.

adapted from www.businessinsider.com

5.2. Which is TRUE about golf courses in Japan?

A. They have recently become more popular with golfers.
B. Most of them have been changed into solar farms.
C. Some of them may soon have a different function.

Tekst 3.

Dear Editor,

I was shocked when I saw how some football players acted on the pitch last Saturday. Something should be done about it! I heard that some Italian clubs are introducing a green card to promote fair play. The card will be a symbolic award and every player will be able to earn one by doing something simple like assisting a referee. At the end of every month the clubs will announce a list of all the players who have been given a green card.

It is a constructive plan that should also be considered in the UK.

Tim, Newcastle

adapted from www.theguardian.com

5.3. The author of this text presents

A. the disadvantages of a new fair play plan.
B. an idea which might encourage fair play.
C. a fair play project introduced in UK clubs.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–5)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

When the World Trade Center towers fell down on September 11, 2001, there were many heroes. One you probably haven't heard of was a dog.

Salty was born in 1996 and started to be trained as a guide dog two years later by the dog instructor Caroline McCabe-Sandler. She had trained dogs for many years before Salty. According to McCabe-Sandler, Salty liked the movement and noise of the city. The dog was very obedient and did everything he was told to. Caroline taught Salty to navigate in the city and stop at traffic lights. Subways or the crowded sidewalks of Manhattan were no problem for the dog.

In 1999, after five months of training, Salty met his owner, an elderly man, Omar Rivera. It was a lucky day for Rivera. He had been blind for 10 years after an unsuccessful eye operation. Even though a lot of time had passed since then, he still had difficulty walking with a white cane for the blind so it was a challenge for him to move from one place to another. But with Salty, he felt more confident. Soon the dog and his owner learned each other's moves. Omar worked for the Port Authority of New York, the agency that runs all the ports and airports in the state. His office was in the World Trade Center, on the 71st floor of Tower One.

On September 11, 2001, Salty was sitting calmly beside Rivera when the pair heard a great noise and felt the building shake. When Rivera smelled smoke, he grabbed Salty's lead and his dog led him to the crowded staircase. After an hour, the dog successfully guided Rivera down from the 71st floor out of the building. They left it without being hurt.

In 2002 Salty was awarded the Dickin Medal for "remaining loyally at the side of his blind owner, leading him to safety after the terrorist attack on New York on September 11." Salty got this medal together with Roselle, another guide dog who saved her master. It was only the second time that a joint medal had been awarded since Punch and Judy, the two boxers that saved the lives of two British soldiers in Israel, got the award in 1946. Interestingly, the Dickin Medal was first awarded in 1943. It originally honoured the work of animals in war and the first animals to receive the award were Royal Air Force pigeons.

adapted from www.todayifoundout.com;
September 11, 2001. Attack on New York City by Wilborn Hampton

6.1. Which is TRUE about Salty?

A. He found it difficult to follow the instructor's orders.
B. He needed two years to learn to guide the blind.
C. He got trained by an inexperienced instructor.
D. He felt comfortable in a busy city.

6.2. In the third paragraph, we learn that Omar Rivera

A. had an eye operation in 1999.
B. worked at the airport in New York.
C. had been blind since he was 10 years old.
D. had problems with moving around on his own.

6.3. On September 11, Salty

A. got lost in the crowd of people.
B. managed to lead his owner outside.
C. seemed nervous just before the attack.
D. rescued one of Rivera's co-workers.

6.4. Which is TRUE about the Dickin Medal?

A. It is often given to animals helping blind people.
B. Salty got it as the second dog in history.
C. Salty shared it with another dog.
D. It was first given as an award in 1946.

6.5. The best title for the text would be

A. A DOG GETS AN AWARD FOR RESCUING HIS OWNER
B. A DOG IN DANGER SAVED BY HIS OWNER
C. A BLIND DOG ESCAPES FROM THE WORLD TRADE CENTER
D. A GUIDE DOG GETS HURT RESCUING THE BLIND

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 7. (0–3)

Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w luki 7.1.–7.3. litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

AN EASY QUESTION

Einstein was often asked to deliver lectures on physics at leading American universities. He always agreed because he hoped to make students interested in the love of his life, the pure sciences. As a result, he had to visit many places around the country. **7.1.** _____ The man was called Harry and he was the same age as Einstein. He attended each of Einstein's lectures and was always sitting in the back row listening.

One day, when Einstein had finished his lecture, Harry said, "Professor Einstein, I've heard your lecture so many times now that I would be able to deliver it to perfection myself!"
A few weeks later, when they were at Brown University, Einstein began to feel ill. "Harry, no one knows me here, perhaps you could deliver the lecture, and I could sit in the back row?" Einstein asked his chauffeur. **7.2.** _____ Later that afternoon, Harry delivered the lecture, while Einstein sat in the back row. **7.3.** _____ Harry reacted quickly. "The answer is actually quite simple so I am going to let my chauffeur explain it to you!" he said.

adapted from www.alberteinsteinsite.com

A. Harry realised Einstein had a problem, but he didn't keep his promise.
B. Harry had been waiting for this chance so he happily agreed to do it.
C. All the students listened carefully to Einstein's lecture that day.
D. But just as Harry finished talking, one of the students asked him a difficult question.
E. As he did not drive, he had a chauffeur who always travelled with him.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–5)

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

MEMORY MIRROR

Three stores in San Francisco have a special kind of mirror that lets people compare what they look like in different clothes without actually **8.1.** _____. The mirror, which is called the Memory Mirror, has been made by a small company from California.

In fact it is a giant video screen and a camera that records an eight-second video of a shopper in the fitting room. The mirror lets shoppers see **8.2.** _____ in the clothes from all angles as they turn around in front of the camera. It remembers what the customers **8.3.** _____ so far. Besides, it allows them to see the clothes they're wearing in different colours. The highlight of the mirror is the 'split screen'. This means shoppers look at their live image on the left **8.4.** _____ of the mirror and at one of the pre-recorded images on the right, and compare them. The video recording is protected by a password and can be emailed. It allows shoppers to **8.5.** _____ a decision about what to buy with the help of family and friends, even if they're not in the store.

adapted from www.cbsnews.com

8.1.
- **A.** setting them up
- **B.** turning them down
- **C.** putting them on

8.2.
- **A.** ourselves
- **B.** himself
- **C.** themselves

8.3.
- **A.** have tried on
- **B.** try on
- **C.** will try on

8.4.
- **A.** page
- **B.** side
- **C.** hand

8.5.
- **A.** make
- **B.** hold
- **C.** offer

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–5)

W zadaniach 9.1.–9.5. wybierz tę opcję, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu. Zakreśl jedną z liter: A, B albo C.

9.1. The day wasn't (*wystarczająco ciepły*) _____ for us to go hiking.

A. too warm
B. quite warm
C. warm enough

9.2. I would like (*aby ona zaczęła*) _____ writing a travel blog.

A. she started
B. her to start
C. that she starts

9.3. Their music (*staje się*) _____ more and more popular these days.

A. is staying
B. is getting
C. is moving

9.4. Kate and Alice (*spierają się*) _____ for an hour, and I think they're not going to stop soon.

A. argue
B. are arguing
C. have been arguing

9.5. The problem was difficult, but (*udało nam się*) _____ to find a solution.

A. we managed
B. we tried
C. we reached

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 10. (0–10)

Zamierzasz wziąć udział w ciekawym konkursie. W e-mailu do kolegi z Londynu:

- **napisz, jaka jest tematyka konkursu i dlaczego zdecydowałeś(-aś) się wziąć w nim udział**
- **poinformuj, jakie są warunki udziału w konkursie**
- **opisz, w jaki sposób przygotowujesz się do konkursu**
- **wspomnij, co jest nagrodą, i określ swoje szanse na wygraną.**

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić ***od 80 do 130 słów*** *(nie licząc słów w zdaniach, które są podane). Oceniane są: umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).*
Podpisz się jako ***XYZ****.*

CZYSTOPIS

Hi Mark,

Guess what! I've decided to take part in a competition.

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Treść	Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
0-1-2-3-4	0-1-2	0-1-2	0-1-2	

BRUDNOPIS (*nie podlega ocenie*)

CENTRALNA KOMISJA EGZAMINACYJNA

WYPEŁNIA ZDAJĄCY

KOD	PESEL

miejsce na naklejkę

PRÓBNY EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM ROZSZERZONY

DATA: **kwiecień 2020 r.**
CZAS PRACY: **150 minut**
LICZBA PUNKTÓW DO UZYSKANIA: **50**

NOWA FORMUŁA

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 16 stron (zadania 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty 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 będą oceniane.
6. Na tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
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.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

MJA-R1_1P

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Zadanie 1. (0–3)

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

1.1. The text is about

A. a disabled man who was robbed.

B. a thief's attempt at cheating the police.

C. a crime that remained unsolved.

Tekst 2.

1.2. Which of the following is stated in the dialogue as <u>a fact</u>, not an opinion?

A. The items on the menu are rarely updated.

B. The restaurant enjoys a very good opinion.

C. The restaurant chef hasn't got a lot of experience.

Tekst 3.

1.3. The speaker wants to

A. make people aware that sharks need protection.

B. warn people about the dangers of working with sharks.

C. challenge a common belief about sharks.

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat nauki języków obcych. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.

<u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

A. greatly enjoyed discovering how a language works.

B. at first imagined learning a foreign language to be effortless.

C. was heavily restricted by insufficient vocabulary.

D. found learning grammar discouraging but effective.

E. initially struggled with correct pronunciation.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–5)

Usłyszysz dwukrotnie wypowiedź na temat wakacyjnej wymiany mieszkań między obcymi osobami (ang. *home exchange*). Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.

3.1. How did the speaker learn about home exchange?

A. She heard about it during one of her trips.
B. She overheard some people talking about it.
C. Her dentist mentioned it during an appointment.
D. She was encouraged to try it by her travel agent.

3.2. What surprised the speaker about the *homeswap.com* website?

A. the profiles posted by homeowners
B. the service charge paid by users
C. the range of available offers
D. the procedure of signing up

3.3. What did the speaker like about her stay in San Diego?

A. the guided tour she and her husband took part in
B. sampling a local breakfast in a famous place
C. celebrating her birthday in a restaurant
D. the hospitality of the host

3.4. Which is TRUE about the couple's stay in Hawaii?

A. They were struck by the natural beauty of the area where the house was located.
B. The homeowner did not allow them to prepare food in the house.
C. They obediently followed all the rules set up by the homeowner.
D. They were asked to move out of the house because of ants.

3.5. Summing up her home exchange experiences, the speaker explains

A. why she finds the idea of home exchange discouraging.
B. what improvements to home exchange are needed.
C. why her views on home exchange have evolved.
D. what the hidden costs of home exchange are.

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 mention

4.1.	an object given to customers before they started purchasing goods?	
4.2.	a system that enables people to purchase goods without going to shops?	
4.3.	the reasons for giving up the Keedoozle idea?	
4.4.	someone's improvement of their own idea?	

KEEDOOZLE

A. Most experts say that no technological innovations appeared in shopping until the year 1974 when bar codes were introduced. But few people realize that as early as 1916 Clarence Saunders founded the first self-service supermarket and then, 21 years later, he decided to take self-service to an entirely different level and introduced Keedoozle, a truly futuristic idea at the time. Keedoozle – short for "key does all" – was the world's first automated supermarket.

B. Saunders' Keedoozle used a vending machine concept, offering sample grocery products at reduced prices behind small glass boxes. On entering the supermarket, shoppers collected a key with a special tape attached to it; they would insert the key into the keyhole in front of the product they wanted, and an electric signal would punch the tape accordingly. At the end of their trip they would give the key to the cashier, who would insert it into a machine that would read it and electronically signal the staff in the stockroom to collect the products. They were instantly sent down a conveyor belt to the front end, where they would be packed and ready to go.

C. Saunders tried the Keedoozle concept three times, but failed every time because the circuits couldn't handle the traffic during peak hours. Customers regularly got mixed-up orders. In addition, the conveyor-belt system wasn't fast or efficient enough when there was high demand. In consequence, Keedoozle closed its doors for good in 1949. However, recently, Saunders' idea has successfully been implemented in the South Korean underground. People can find photos of products pasted onto the walls. Each of the photos has a special QR-code embedded in it. So, while waiting for the train, customers can use their smartphones to scan the codes of desired products, which are then delivered to their homes.

adapted from http://supermarketnews.com

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 5.1.–5.4. litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać spójny i logiczny tekst.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

IN THE SHADE OF A SOLAR TREE

There are plenty of real trees around. Oaks, pines and willows line the trails that circle through the nature park near Mount Carmel in northern Israel. **5.1.** _____ Just like real trees, it obtains energy from the sun and its brown metal branches reach high toward the sky, like the acacia tree this model is named after. Its seven broad "leaves" are standard solar panels. They shade benches below, power electric and USB outlets and supply energy for wi-fi.

Inventor Michael Larry says it's a new way of bringing solar power to people. "We're used to seeing big companies working on large scale systems," he says. "Now we see solar energy becoming accessible to each one of us on the street." The tree was formally unveiled on Thursday, although it was installed in the park several weeks ago. All the experts invited to the ribbon-cutting ceremony carefully examined it to find out what uses it may have. **5.2.** _____. This particular feature was unanimously acclaimed as its main advantage.

It has been stressed that smart cities are the future of the world. This tree, indeed, has the potential to become the icon of the city which has planted it. **5.3.** _____ That is why, the Israeli company that dreamed up the tree is already targeting major metropolises in China and Europe for first sales.

A seven-panel tree can generate enough energy to run 35 laptops. A battery stores excess power, lighting the area at night and providing backup power on cloudy days. The tree is an excellent idea for young people away from home who go to the park and want to charge their phone. However, the solar tree has its limits. **5.4.** _____ The designer of the solar acacia admits the project needs improvement. "We'll see how it catches on worldwide and then further steps will be taken," he declares.

adapted from www.npr.org

A. At this point, using it as a serious power generation source is problematic.

B. Its advantages seem obvious as it combines art, convenience, green energy and community, which all perfectly fit the aims of contemporary urban design.

C. To remedy that flaw, future solar tree models are planned to condense water from the air.

D. Among them, planted in the gravel at the edge of one walking path, is a new 'species' – the solar powered acacia tree.

E. While pointing out the invention's numerous functions, they emphasized the fact that it produces green energy.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–5)

Przeczytaj dwa teksty na temat ptaków. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

Tekst 1.

SAVING THE PENGUINS

Doug was on his knees, face to the ground, squinting into the tiny entrance, nudging the male so he could get a better view of the five-digit number on the stainless steel band wrapped around the penguin's left flipper.

"Three four six two seven. Have you got that?" Doug shouted over the wind.

"Three four six two seven," Angela repeated back without looking up. She leafed through her notebook, browsing for the number. She'd banded thousands of birds over her fifteen years at Punta Verde; every penguin fitted with a tag was listed here, with a number, place and date. Yet despite such a wealth of data, most numbers were entered once and never again revisited. Tagging a penguin was akin to putting a note in a bottle, tossing it out to sea, and waiting for it to return.

"Red dot?" Doug asked hopefully.

Angela didn't reply right away. While finding a tagged bird wasn't as statistically significant as winning the lottery, it certainly felt that way – and the greatest jackpot of all was when they discovered a red-dot bird.

A red-dot was a bird tagged in the year when it was born which meant that it was possible to tell how old it was. Young penguins typically spent four to seven years at sea before they reached breeding age and returned to their colonies. Yet not all penguins returned, and the reasons had puzzled researchers for years. Because red-dot birds had been tracked since birth, Angela and the other naturalists knew more about them than about any other tagged bird – and they still wished they knew more. Whether five or twenty years had passed, finding a red-dot bird always felt like a family reunion.

But she was beginning to hope that this bird was not a red-dot. She was reluctant to let Doug handle the bird, even though she knew it was his duty. It was the expected order of things, for researchers to pass on their knowledge and skills. Once they identified a red-dot, they had to weigh it, then measure its feet and the density of feathers around its eyes.

Doug hadn't yet weighed a penguin, and once he did, it would be one less thing he needed to learn from her. One less reason to join her on these trips. One day closer to not needing her at all and leaving. The life of a naturalist was a solitary one, spent more with animals than with people. Angela was aware of that but still she wished Doug would stay with her. She looked at the list again and felt relieved. It wasn't a red-dot.

adapted from www.thetouristtrail.com

6.1. Which is TRUE about red-dot penguins?

A. Naturalists are able to determine their age.
B. They are easier to find than other penguins.
C. They are tagged for the second time once they are found.
D. Numbers on their tags are not listed in naturalists' notebooks.

6.2. Angela didn't want the penguin to be a red-dot one because she feared

A. she wouldn't have any reasons to continue her research.
B. her cooperation with Doug might come to an end.
C. Doug would injure the penguin.
D. she wasn't competent enough to examine it.

6.3. The text is about

A. a misunderstanding between two people.
B. a variety of reasons for tagging penguins.
C. two researchers working together.
D. a penguin saved in unusual circumstances.

Tekst 2.

ANGRY BIRDS MOBILIZES MILLIONS TO SAVE ENDANGERED SPECIES

The Finnish company Rovio, which makes the hugely popular game app *Angry Birds*, isn't content to sit back and rest on its laurels. It's using the fame gained through its more than two billion downloads of *Angry Birds* editions to go to bat for real-life birds, whose existence in the Cook Islands of the Pacific South Seas is seriously threatened.

"Since people arrived on those islands, half of all the original bird species have never been seen again. This tragedy continues with 45 species on the brink of extinction today. The birds of the Pacific are seriously angry because predators have invaded their islands and are eating all their eggs," says the company. "Animals such as rats got onto the land from the boats of people who were visiting. The introduction of these new predators changed the delicate ecological balance and drove many beautiful species to extinction. Just like in the game, these real-life angry birds and the community they live in need our help to defeat the predators before it's too late."

Angry Birds has partnered with the conservation nonprofit organization *BirdLife International* to collect funds and raise awareness about the hard situation of these endangered species. The recent version of the *Angry Birds* app educates users about these birds and how they can be helped. *BirdLife* will use the collected funds to hire boats, bait-spreading helicopters and expert staff to implement the removal of the invasive predators and put in place monitoring systems to prevent their return.

This isn't the first time *Angry Birds* has used its vast network of gamers to raise awareness about environmental issues. Last November, it ran a competition called "Roll With the Pangolins," to draw attention to the difficult situation of these Indonesian anteaters which have been poached to near extinction. The contest's spokesperson was England's Prince William, president of the partner organization *United for Wildlife*.

adapted from http://ecowatch.com

6.4. In the second paragraph, the author explains

A. why the birds in the Cook Islands are endangered.
B. how the birds in the Cook Islands can be protected.
C. why the Cook Islands can't be a new habitat for some birds.
D. what *Angry Birds* does to help the environment in the Cook Islands.

6.5. The aim of the campaign run by *BirdLife International* and *Angry Birds* is to

A. introduce some species in the Cook Islands to reduce the number of predators.
B. take measures to make the Cook Islands a safer territory for some birds.
C. organize a competition to draw attention to the birds in the Cook Islands.
D. make the inhabitants of the Cook Islands aware of different threats to the environment.

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 jedną z liter: A, B, C albo D.

LIFE PAINT

Have you ever tried riding a bike at night alongside a busy road? Even if you're festooned in lights and reflectors, there's a real chance that a less attentive driver might **7.1.** _____ you. However, cyclists can keep cars at a distance thanks to the new Life Paint spray that reflects car headlights in the evening. You can coat your bike and your clothing with it. The paint is transparent and **7.2.** _____ to make no noticeable difference to the feel of the material. **7.3.** _____ applied, it only lasts for around a week. The biggest challenge is simply getting some cans for yourself. Currently, Life Paint is being offered only in a few bike shops in London. If the product is well received, its manufacturer plans to make it **7.4.** _____ internationally.

adapted from www.engadget.com

7.1.

A. bump into
B. come across
C. knock over
D. get through

7.2.

A. had been expected
B. has expected
C. is expected
D. is expecting

7.3.

A. While
B. As
C. Unless
D. Once

7.4.

A. available
B. suitable
C. applicable
D. feasible

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.) jednym wyrazem, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

CHINA'S WALL LESS GREAT IN VIEW FROM SPACE

The Great Wall of China, for a long time considered the only man-made object recognizable from space, is in fact invisible, **8.1.** _____ least to the unaided eye in low Earth orbit.

Recently an orbiting astronaut from China said he couldn't see the monumental structure. The Chinese were devastated as the Great Wall is their national treasure. With a **8.2.** _____ of more than 2,000 years, it is one of the most appealing tourist attractions.

Whether the Wall is visible from space has often been called into question. It is very difficult or even impossible to distinguish it in astronaut photography because numerous factors must be **8.3.** _____ into consideration. Firstly, the material from which it is made is the same colour and texture as the area surrounding it. **8.4.** _____ from the material, other factors like the shape of the structure, the resolution of the camera, and the condition of the atmosphere also make images of the area difficult to interpret.

adapted from www.nasa.gov

Zadanie 9. (0–4)

Uzupełnij zdania 9.1.–9.4., wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

9.1. Tom will feel more comfortable when he (*get/use/wear*) _____
_____ contact lenses.

9.2. While her hair (*be/do*) _____
by the hairdresser, she started to tell us a funny story.

9.3. Kate, I'd rather (*you/not talk*) _____
so loudly in here. We can't concentrate.

9.4. My sister had bad luck yesterday. No sooner (*she/see*) _____
_____ a parking ticket stuck behind a wiper than another car broke her wing mirror.

Zadanie 10. (0–13)

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

1. Spędziłeś(-aś) tydzień na obozie młodzieżowym, podczas którego obowiązywał zakaz korzystania z urządzeń elektronicznych takich jak telefon, laptop. Napisz **artykuł,** w którym wyrazisz swoją opinię na temat wprowadzenia takiego zakazu na obozie i opiszesz sytuację, w której organizatorzy zdecydowali się zrobić wyjątek od tej reguły dla jednego z uczestników.

2. W okolicy, w której mieszkasz, brakuje udogodnień dla osób niepełnosprawnych. Napisz **list** do gazety. W swoim liście opisz sytuację, która sprawiła, że zainteresowałeś(-aś) się tym problemem, i zaproponuj rozwiązania mogące poprawić sytuację osób niepełnosprawnych.

CZYSTOPIS

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Zgodność z poleceniem									Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
	0-1-2-3-4-5								0-1-2	0-1-2-3	0-1-2-3	
Elementy treści (0-1-2)					*Elementy formy (0-1)*							
1	*2*	*3*	*4*	*5*	*1*	*2*	*3*	*4*				

BRUDNOPIS (*nie podlega ocenie*)