

Angielski - poziom zaawansowany

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Spróbuj swoich sił i sprawdź, czy język angielski nie sprawi ci kłopotu na maturze. Matura dla zaawansowanych jest dwuczęściowa i trwa - część pierwsza 2 godziny i część druga godzinę i 10 minut. Składa się z modułów:

- STOSOWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH
- WYPOWIEDŹ PISEMNA
- ROZUMIENIE ZE SŁUCHU
- ROZUMIENIE TEKSTU CZYTANEGO
- I ROZPOZNAWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

Tekst matur przygotowało wydawnictwo "Operon" wraz z Gazetą Wyborczą". Wszystkie testy maturalne wraz z odpowiedziami dostępne są na stronie <http://www.probnamatura.pl>

CZĘŚĆ I

STOSOWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

Zadanie 1. (2,5 pkt)

Uzupełnij każde z niedokończonych zdań, tak aby zachować znaczenie zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

1.1. It's a pity we didn't do any shopping.

We wish shopping.

1.2. Experts believe that he made the sculpture 300 years ago.

He the sculpture 300 years ago.

1.3. You really should sell that old bicycle of yours.

It's high time you that old bicycle of yours.

1.4. It's impossible that she forgot about her wedding anniversary.

She can't about her wedding anniversary.

1.5. Let's meet in front of the cinema.

He suggested in front of the cinema.

Zadanie 2. (2,5 pkt)

Przetłumacz fragmenty podane w nawiasach na język angielski, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

2.1. The police (ma)..... a lot of dangerous work to do.

2.2. John (nie jest przyzwyczajony do)..... getting up early.

2.3. I missed the train, so I (musiałem) go home by bus.

2.4. I am a very reliable person, (nieprawdaż?).....?

2.5. The plane is due to (wystartować) at 7 o'clock.

WYPOWIEDŹ PISEMNA

Zadanie 3. (18 pkt)

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

- Napisz recenzję sztuki teatralnej, która rozbawiła cię do śmiechu.
- Napisz rozprawkę na temat zalet i wad posiadania licznych rodzeństwa.
- Napisz opowiadanie o najbardziej niebezpiecznej przygodzie, jaką przeżyłeś/ście.

CZYSTOPIŚ

TREŚĆ

KOMPOZYCJA
BOGACTWO

JĘZYKOWE

POPRAWNOŚĆ JĘZYKOWA

RAZEM

Poziom

A
B
C
A
B
C
A
B
C
A
B
C

Liczba punktów

5
4-3-2
1-0
4
3-2
1-0
5
4-3-2
1-0
4
3-2
1-0

CZĘŚĆ II
ROZUMIENIE ZE SŁUCHU

Uwaga! Pliki dźwiękowe można znaleźć TUTAJ.

Zadanie 4. (5 pkt)

Zapoznaj się z nagrówkami (A-G). Usłyszysz dwukrotnie pięć wiadomości. Dopasuj do każdej z nich odpowiadający jej treści nagrówek. Wpisz odpowiednie litery w kratki (4.1. 4.5.). Dwa nagrówki zostały podane dodatkowo i nie pasują do żadnej wypowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

4.1.

4.2.

4.3.

4.4.

4.5.

- A TOKEN OF APPRECIATION
- UNUSUAL TREATMENT
- OUTWARD APPEARANCE
- INEXPLICABLE ACT
- SNATCHED FROM THE HUTCH
- AT THE MERCY OF THE WEATHER
- ON THE SPUR OF THE MOMENT

PRZENIEŹ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (4 pkt)

Zapoznaj się ze zdaniami podanymi w tabeli. Usłyszysz dwukrotnie wypowiedź na temat prób leczenia HIV w Afryce. Zdecyduj, które zdania są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

TRUE
FALSE

5.1.

According to the US researchers many people die of HIV because of their neglect.

5.2.

The poverty is one of the obstacles, which restrains the access to the health centres.

5.3.

Dr Christopher Gill claims that patients are tempted by the unconventional medicine.

5.4.

ARV programmes vary widely across Africa.

PRZENIE I ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (4 pkt)

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie wywiad z Harrym Connickiem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

6.1. Harry Connick lives in

- London.
- Mexico.
- New Orleans.

- New York City.

6.2. Ritz is Harry Connick's favourite hotel, because

- it is likeable thanks to its luxurious interiors.
- it is considered to be comfortable for businessmen.
- it is avoided by celebrities.
- it is good value for money.

6.3. Harry Connick used to go to New York City

- to see some of the amazing landscapes.
- to meet a family member.
- to learn about the life of different people.
- to do a bit of everything.

6.4. Harry Connick is

- a musician.
- a journalist.
- an actor.
- a golf player.

PRZENIE! ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!
ROZUMIENIE TEKSTU CZYTANEGO

I ROZPOZNAWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

Zadanie 7. (6 pkt)

Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą, zgodnie z treścią tekstu. Zaznacz jedną z trzech możliwości, zakreślając literę A, B lub C. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

London's ethnic populations are not a new phenomenon. London has seen wave after wave of successive migrant populations arrive in the capital and settle in one area, thus creating a mini-homeland. You can see the culture reflected in the shops, you can hear it in the voices of the people on the street and you can taste it in the food.

One such area that has seen different peoples come and go is Brick Lane in east London, an area which gets its name from, you guessed it - making bricks! Situated in one of the poorest boroughs it is a densely populated area that was first established by immigrants, usually escaping something in the country they had left behind.

In the early 1700s French Huguenots established themselves in Spitalfields, the area that now contains Brick Lane. They were very successful in establishing a silk industry and made the area very prosperous indeed. Jews followed in the early part of the 20th century as they fled Russia, and again during the Second World War as they left other parts of Eastern Europe. But it was more recently that Brick Lane acquired its current inhabitants as later, in the 1960s and 1970s, a large influx of immigrants from Bangladesh established the current 'Banglatown'.

In Tower Hamlets (the London Borough containing Brick Lane), 37% of the population is Bengali, that's about 123 000 people. In April 2002, the borough decided to rename the electoral ward 'Spitalfields / Banglatown', many street lamps were erected in a South Asian style and painted in bright red and green, these are the colours of the Bangladeshi flag.

In Brick Lane now, you will find shops selling sari material, and dozens of 'Indian' restaurants. Of course these restaurants are not Indian at all. It is Bangladeshis who run them, the customers either do not know, or do not care that the food is not authentic. According to the Curry Club of Great Britain there are 8500 Indian restaurants in the UK, and of these, more than 8 out of 10 are owned by Bangladeshis.

So, with this huge Bengali community, it must be a good place to get a curry? You might think so, but in fact, these restaurants offer huge menus. The sauces are often bought in large catering packs, they are made for Western tastes. A dish in one restaurant may taste exactly the same as the same dish in a restaurant down the street. If you want to find more authentic food, look for the restaurants that are not full of people in suits drinking pints of lager with their dinner. Look for the places with the small menus, where there are more Islamic customers than Western. In your search for a more authentic curry, you could try areas such as Wembley in the north, or Southall in the west.

Who will be the immigrants of the future? As different cultures throughout the world continue to be displaced, we find more and more of a diverse mix in a truly cosmopolitan city.

Abridged from: www.bbc.co.uk

7.1. Which is the best title for the article?

- Banglatown's food.
- In search of a good curry.
- Cosmopolitan London.

7.2. According to the article, why did early immigrants come to London?

- They wanted to run away from something in their countries.
- They wanted to set up business here.
- They heard London was a great city.

7.3. How did the Huguenots make their money?

- Bricks.
- French Food.
- Silk.

7.4. Why did the borough choose red and green to paint the lampposts?

- It looked nice.
- The Bengali people chose it.
- These are the colours of the Bangladeshi flag.

7.5. Why is the curry on Brick Lane not authentic?

- It is Indian not Bangladeshi.
- The food is made to suit Western tastes.
- It does not taste good with lager.

7.6. Which of the following is NOT good advice for finding an authentic curry?

- Look for fewer Westerners.
- Look for suitable smaller menus.
- Look for people wearing suits and drinking lager.

PRZENIE! ROZWIĄZANIA NA KARTĘ ODPOWIEDZI! Zadanie 8. (5 pkt)

Przeczytaj poniższy tekst, z którego usunięto pięć zdań. Wstaw zdania oznaczone literami A-F w luki 8.1. - 8.5. tak, aby powstał spójny i logiczny tekst. Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej luki. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Parents want vending machine ban

Parents want vending machines selling sweets, crisps and fizzy drinks banned in schools, a poll shows.

8.1..... Some 41% consume sugar-heavy drinks at a similar rate, its survey of 736 parents of five to 16 year olds says. The TES found 79% of parents - and 84% of mothers - wanted vending machines taken out of schools.

Study success

The findings come as a study in the British Medical Journal suggests encouraging children to drink fewer fizzy drinks can reduce obesity. 8.2 Over the course of a year, their fizzy drink consumption dropped by a glass a day on average. This compares to pupils who were not involved in the study whose consumption increased slightly - by 0.2 glasses on average. In addition, the proportion of students who had been involved in the programme who became overweight or obese during this period increased by just 0.2%. This compares to an increase of 7.6% in children who had not been involved in the study. 8.3 "Our intervention was simple, involved no teacher training and could be easily implemented by a health educator working in several schools," they wrote. The TES survey found 45% of children ate at least five more fatty foods than healthy ones a week - its definition of an unhealthy diet. Middle-class children were more likely to eat healthily than those from the lowest social groups.

TV and computers

While 53% of children of managers and professionals ate healthily, the same was true for only 22% of those whose parents were on benefits. Despite the barrage of messages telling children they needed to eat well, their diets deteriorated as they got older, the survey showed. While 39% of five to 11 year olds had unhealthy diets, the proportion rose to 51% of 11 to 16 year olds. The poll also showed parents believed children spent an average of nine hours every weekend watching television and playing computer games. 8.4..... Professor Neil Armstrong, director of the children's health and exercise research centre at Exeter University, said: The prevalence of obesity is now three times greater than it was 20 years ago. 8.5..... The Department for Education and Skills said it was up to head teachers and school governors whether or not they installed vending machines.

Abridged from: www.bbc.co.uk

- In the United States, the number of overweight children and adolescents has doubled in the last two to three decades, and similar doubling rates are being observed worldwide.
- That was twice as long as they spent on physical activity.
- Pupils at six primary schools in Christchurch in Dorset were enrolled in an education programme, which was designed to discourage them from drinking fizzy drinks.
- It appears to be increasing more rapidly in England than anywhere else in Europe.
- The researchers said the programme could be introduced in other schools without much difficulty.
- Two-thirds of youngsters eat a packet of fat-saturated crisps most days of the week, the Times Educational Supplement found.

PRZENIE! ROZWIŻANIA NA KARTÊ ODPOWIEDZI!

Zadanie 9. (3 pkt)

Przeczytaj tekst, a następnie wybierz właściwe, poprawne pod względem gramatycznym i leksykalnym, uzupełnienie luk 9.1.-9.6. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

BOOST YOUR CHILD'S BRAINPOWER

In this 9.1..... from his latest book, Family First, Dr. Phil McGraw presents parents with nine-point plan to make kids brighter and happier.

When it comes to your children, you want them to realize all of their potential and be the very best that they can be. When it comes to your child's intellectual functioning, are there things you can do as a parent to actually increase their mental ability? The answer may surprise you.

There is an old school of thought that says you can't boost IQ because it is fixed at birth and based on genetic programming. But this long-held position has recently been widely disputed; there are experts who now believe that you can increase your child's intelligence, as measured by standardized tests, by as many as 10 to 20 points. 9.2..... many experts believe it is even possible to increase connections between brain cells, which in turn will lead to enhanced mental processing. That kind of 9.3 is important for many reasons, including the positive impact it has on mental and emotional stability and social confidence.

I strongly believe that when children accomplish something 9.4..... such as doing well on a test, earning good grades or achieving a 9.5..... success builds a foundation of self-confidence and self-esteem. If children have a successful track record in intellectual and academic pursuits, they will tend to be more calm, focused and efficient as they tackle intellectual challenges. Everybody likes to be a winner, and the expectations of success can energize performance. Positive experiences lit children up to help them see all kinds of possibilities for themselves.

To help your children boost their intellectual abilities, I 9.6..... the activities listed below.

Make them fun and at the same time, avoid unrealistic expectations about what your children can accomplish. Pushing them into situations they can't handle will only frustrate them.

Abridged from: Ladies Home Journal, September 2005

9.1.

- excerpt
- exterior
- extinction
- extraction

9.2.

- Although
- However
- In fact
- On the other hand

9.3.

- encouragement
- improvement
- opportunity
- approval

9.4.

- worshipped
- valuable
- precious
- worthwhile

9.5.

- goal
- gain
- benefit
- bargain

9.6.

- have kept up with
- have put up with
- have caught up with
- have come up with

PRZENIEŹ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!
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