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CZESC I - ROZUMIENIE ZE SLUCHU (Listening comprehension)

ZAD IA – 8 punktów

1. a
2. c
3. a
4. a
5. c
6. c
7. b
8. b

ZAD IB – 7 punktów

1. T
2. F
3. F
4. F
5. T
6. T
7. F

TRANSKRYPCJA

CZESC I - ROZUMIENIE ZE SLUCHU (Listening comprehension)

Przed wysłuchaniem każdego z tekstów abiturienti zapoznają się z treścią zadania. Teksty powinny być odczytywane głośno dwa razy w dwóch różnych miejscach sali, o ile to możliwe kolejno przez dwóch nauczycieli. W trakcie słuchania można robić notatki. Po dwukrotnym wysłuchaniu tekstu pierwszego, abiturienti mają pięć minut na uzupełnienie notatek i zapoznanie się z treścią zadania I B. Następnie słuchają dwukrotnie tekstu do zadania IB.

TEKST DO ZADANIA IA

Journalist:

On May 18th 1991, in the desert of Soviet central Asia, a Soyuz spacecraft slowly took off into the air. The Juno Mission began, and Helen Sharman became the first British woman in space. Helen flew to the Soviet space station Mir with two Soviet cosmonauts to conduct a series of experiments. Helen, what was it like to be there?

Helen Sharman:

It was really majestic to lift off so slowly. And then gradually the speed built up as we accelerated. I heard figures quoted that we were travelling at 18,000 miles an hour, but it never felt like that. Yes, we felt the pressure on our chests and it was a little hard to breathe but I really enjoyed it. Everything went to plan. I could feel the vibration. I was told there was going to be vibration and it was really a relief after all the training actually to get there. And then, the weightlessness. That was a feeling that I'll never forget, really. Sitting here now, I can feel that my legs are touching the chair, but I can remember exactly what it felt like to sit down or to be able to. push off from one side of the station and just keep on going, there's

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nothing to stop you from going. It's like swimming but without the resistance of the water. The first time I actually was able to see the Earth was only 165 seconds after launch, when the atmosphere shroud blew off. I could then *see* the Pacific Ocean. I was surprised how large the Earth seemed. People before who'd flown into space have described it as being very small, but we were only about 200 miles above the surface of the Earth, about 350 kilometres. I couldn't see the outlines of continents, but I could see coast lines. I could see islands, I could see rivers. And I think what surprised me most of all was the way that I could see where man actually lived on Earth by the straight lines, straight roads, edges to fields - that really sort of stood out, where we actually live on Earth.

The stars were very bright. And, of course when we look into .space from Earth we see everything through our own atmosphere, so the stars were not only bright but I could see so many of them. It made me realise how deep space was. The stairs really did seem to go on forever.

Journalist:

At the time of the Juno Mission, there had been more than 240 people in space, though only four of them were women. Is there any difference between men and women, in their ability to be astronauts?

Helen Sharman:

There was never any doubt that I was able to continue and fulfil the scientific programme I was scheduled for. I certainly had no difficulties and the Soviets said that I coped with the things that I had to do often better than *a* lot of the men that they had seen in space. No, there's no difference whatsoever.

I have been described as a 'space-woman' instead of the more conventional name 'spaceman'. I would prefer the word 'space person' because I feel that there is really no difference between how men and women work. But I hope this may encourage women to take on things. There is a social pressure I think still in Britain, for girls not to go in for science and engineering and that's sad because girls are just as good as boys. In many cases, when I was initially applying for jobs, I had to be better than my male colleagues, not just as good as them. I think that goes not just for me but for many women who are working in a man's world. It's something that really we just have to deal with to the best of our abilities.

from *Women Today BBC English* by A.Bamfather & C.Addis

TEKST DO ZADANIA IB

How do they charm snakes?

Charming snakes may be totally alien or even horrific to Westerners, but it's an ancient and venerated tradition in India, dating from the third century B.C., and in Egypt, where mention of it appears in the early Book of the Dead.

In India, the 'snakers', as they like to be called, regard themselves as a distinct caste, with spiritual beliefs integrally bound up with the snakes. They begin their training at the age of five or six, learning to handle snakes and to develop snake charming as an art, a way of life, and, most important of all, the means of carrying on the sacred traditions of their forefathers. Adult snakers - all of them male - have no other source of livelihood. They plan their performances to have as much impact as possible on the audience, and, obviously, the donations tend to be larger when the danger seems considerable.

The favourite snake to use is the cobra, famous for its dramatic arched position. The image passed down to us is of a man 'charming' a snake with his flute and causing it to rise out of its

basket. But snakes don't have ears, and the cobra actually doesn't hear the flute at all. The snaker lures the snake, or rather threatens it sufficiently to make it rise up in a wary position, not with music but physical gestures. He may splatter cold water on the snake to alarm it and

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then blow his flute near enough so that the air rushes annoyingly over the snake's back. The trick is to keep the snake interested enough to remain arched, yet not anger it so much that it strikes or runs away. The snaker may pass his hand before the snake's head to keep its attention, or shift the instrument back and forth. Other snakes, usually non-poisonous ones, may be loose around the snaker -just to add to the show.

from *'How Do They Do It?'* by Susan Sutton