

Miejsce
na naklejkę
z kodem szkoły

dysleksja

MJA-R1A1P-061

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

Arkusz II

POZIOM ROZSZERZONY

Czas pracy 70 minut

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 8 stron. Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 25 minut i jest nagrana na płycie CD.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora.
5. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL. Zamaluj ■ pola odpowiadające cyfrom numeru PESEL. Błędne zaznaczenie otocz kółkiem (⊙) i zaznacz właściwe.
6. Postępuj podobnie, zaznaczając odpowiedzi na karcie. Tylko odpowiedzi zaznaczone na karcie będą oceniane.

Życzymy powodzenia!

Za rozwiązanie
wszystkich zadań
można otrzymać
łącznie
27 punktów

Wypełnia zdający przed
rozpoczęciem pracy

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PESEL ZDAJĄCEGO

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KOD
ZDAJĄCEGO

ROZUMIENIE ZE SŁUCHU**Zadanie 9. (7 pkt)**

Zapoznaj się z nagłówkami A-H. Usłyszysz dwukrotnie siedem wypowiedzi dotyczących turystyki. Dopasuj do każdej z nich odpowiadający jej treści tytuł. Wpisz odpowiednie litery w kratki (9.1.-9.7.). Jeden nagłówek podany został dodatkowo i nie pasuje do żadnej wypowiedzi.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. THE IMPORTANCE OF DIRECT CONTACT
- B. THE POWER OF NATURAL INSTINCT
- C. A BITTER PILL TO SWALLOW
- D. TRAVEL DOESN'T HAVE TO BROADEN EVERYBODY'S MIND
- E. LET DESTINATION COUNTRIES DECIDE
- F. MAKE SURE WHO YOUR MONEY GOES TO
- G. WHO IS EXPLOITED, LOCALS OR TOURISTS?
- H. TRADITION OR PROSPERITY

9.1.	
9.2.	
9.3.	
9.4.	
9.5.	
9.6.	
9.7.	

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!**Zadanie 10. (8 pkt)**

Zapoznaj się ze zdaniem podanymi poniżej. Usłyszysz dwukrotnie wypowiedź na temat sklepów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

10.1. What fascinates the speaker in stores?

- A. The great selection of goods.
- B. The special atmosphere.
- C. The skilful shop assistants.
- D. The strange customers.

10.2. How does the speaker feel about her former jobs?

- A. She says that the first job terrified her.
- B. She enjoyed working in the bookshop.
- C. She does not sound very enthusiastic.
- D. She complains about impolite tourists.

- 10.3. According to the speaker, people often
- A. buy one out of five things they look at.
 - B. have no idea what they want.
 - C. enjoy merely being in a store.
 - D. know exactly what they want.
- 10.4. Department stores can make people
- A. feel depressed.
 - B. feel refreshed.
 - C. leave after 10 minutes.
 - D. buy a lot of things.
- 10.5. When the speaker visited department stores as a child, she
- A. thought about her personal problems.
 - B. liked buying unusual things.
 - C. made her parents buy strange things.
 - D. was intrigued by unfamiliar objects.
- 10.6. What does the speaker imply while talking about elegant stores?
- A. It is quite easy to fantasise there.
 - B. Customers feel warmly welcomed there.
 - C. Glamorous people do the shopping there.
 - D. It is easy to meet famous designers there.
- 10.7. The main character of *Only Human* dreams of running
- A. an unusual newsagent's.
 - B. her own charity shop.
 - C. an exclusive furniture store.
 - D. a shop with a difference.
- 10.8. What is the general tone of the speaker?
- A. Critical.
 - B. Malicious.
 - C. Light-hearted.
 - D. Hilarious.

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

**ROZUMIENIE TEKSTU CZYTANEGO I ROZPOZNAWANIE
STRUKTUR LEKSYKALNO-GRAMATYCZNYCH****Zadanie 11. (4 pkt)**

Przeczytaj poniższy tekst, z którego usunięto cztery zdania. Wstaw zdania oznaczone A-E w luki 11.1.-11.4., tak aby powstał spójny i logiczny tekst. W każdą lukę wpisz literę, którą oznaczone zostało brakujące zdanie. Jedno ze zdań nie pasuje do tekstu.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Researchers have identified personality traits in 10-year-olds that can determine how successful they are likely to be as adults.

While the team from London University found that badly behaved children are more likely to turn into dysfunctional adults, they also uncovered unexpected attributes that help predict success. **11.1.** _____ This ‘internalising behaviour’ as a child meant that, as an adult, a person was less likely to smoke, turn to crime as a man or become a teenage mother as a woman. The researchers said this could be because solitary children tend to make up their own minds rather than submit to peer pressure.

11.2. _____ Although there have been similar studies before, none has looked so closely at the social factors in youth that can predict success in later life.

The research found that children who fidgeted, destroyed their belongings, were disobedient and bullied others – ‘externalising behaviour’ – were more likely than others to be dissatisfied with their adult lives. Children who stole, got into fights and told lies were also more likely than their less troublesome peers to be unhappy in later life. They had a greater chance of being out of work, smoking and not voting in elections.

11.3. _____ In both sexes good relations with peers meant less chance of depression and low income later in life. Good maths skills in girls and good reading skills in boys were linked to greater happiness as grown-ups. Researchers found that the links between childhood difficulties and adult behaviour held firm even when the social background of the children was taken into account.

11.4. _____ Getting involved in art and music, and reading and writing for pleasure, were all linked to raised earnings, an increased likelihood of going to university and a greater propensity to take part in voluntary work. Going to the theatre regularly was also linked to increased earning potential. According to one theory, taking part in high-culture activities makes it easier for teenagers to make friendships with powerful older people, which thus increases the chances of their lives turning out well.

Abridged form: The Sunday Times, June 29, 2003

- A. Other research from the same database, called the 1970 British Cohort Study, showed that the way teenagers spend their time can also affect their later lives, no matter what the social class of their parents.
- B. On the other hand, children who had plenty of self-esteem and had good friendships with other children enjoyed better chances of success as adults.
- C. While ‘bad’ traits in a child increase the likelihood of adult problems by only a few percent, researchers said the effects of the link across a population would be pronounced.
- D. Contrary to the expectations of researchers, children who were often worried, frequently played on their own, cried a lot and were fussy and fearful had a tendency to develop into successful adults.
- E. The findings are part of a research project tracking the lives over 30 years of 12,000 people born in 1970.

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

Zadanie 12. (5 pkt)

Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Promptly at the beginning of twilight, came again to that quiet corner of that quiet, small park the girl in grey. She sat upon a bench and read a book. She had come there at the same hour on the previous day, and on the day before that, and there was one who knew it.

The young man who knew it hovered near. He was rewarded, for, in turning a page, her book slipped from her fingers and bounded from the bench a full yard away. The young man pounced upon it with instant avidity, returning it to its owner. The girl looked at his ordinary, neat dress and his ordinary features.

‘You may sit down, if you like,’ she said. ‘The light is too bad for reading.’

‘Do you know,’ he said, ‘that you are quite the stunningest girl I have seen in a long time? I had my eye on you yesterday.’

‘Whoever you are,’ said the girl, in icy tones, ‘you must remember that I am a lady.’

‘I earnestly beg your pardon,’ pleaded the young man. ‘It was my fault –’

‘Can you surmise why I spoke to you, Mr. –?’

‘Parkenstacker,’ supplied the young man. Then he looked eager and hopeful.

‘– Mr. Parkenstacker, because I wanted to talk, for once, with a natural man – one unspoiled by wealth and supposed social superiority. Oh! You do not know how weary I am of it – money, money, money! And of the men who surround me. I am sick of pleasure, of jewels, of travel, of society, of luxuries of all kinds.’

‘I always had an idea,’ said the young man, ‘that money must be a pretty good thing.’

‘It is the monotony of it,’ she continued, ‘that palls. Dinners, theatres, balls. Sometimes I have thought that if I ever should love a man it would be one of lowly station. One who is a worker and not a drone. What is your line of business, Mr. Parkenstacker?’

‘A very humble one. But I hope to rise in the world. I work in a restaurant.’ – on the street they faced that bounded the opposite side of the park was the brilliant electric sign ‘RESTAURANT’ – ‘I am a cashier in that restaurant you see there.’

The girl consulted a tiny watch set in a bracelet upon her left wrist, and rose, hurriedly.

‘Why are you not at work?’ she asked.

‘I am on the night turn,’ said the young man. ‘May I not hope to see you again?’

‘I do not know. Perhaps. I must go quickly now. Perhaps you noticed an automobile at the upper corner of the park as you came. One with a white body. I always come in that. Pierre waits for me there. Good night.’

‘But it is dark now,’ said Mr. Parkenstacker, ‘and the park is full of rude men.’

‘If you have the slightest regard for my wishes,’ said the girl, firmly, ‘you will remain at this bench for ten minutes after I have left. Again, good night.’

Swift and stately she moved away through the dusk. The young man watched her graceful form as she reached the pavement at the park's edge. Then he treacherously and unhesitatingly began to dodge and skim among the park trees and shrubbery in a course parallel to her route, keeping her well in sight.

When she reached the corner she turned her head to glance at the motor car, and then passed it, continuing on across the street. The young man followed her movements closely with his

eyes. Passing down the sidewalk of the street opposite the park, she entered the restaurant with the blazing sign.

The cashier's desk was well to the front. A red-haired girl on the stool climbed down. The girl in grey mounted in her place.

The young man walked slowly back along the sidewalk. Then he stepped into the automobile and said two words to the chauffeur: 'Club, Henri.'

Adapted and abridged from: O'Henry, While the Auto Waits

12.1. The girl and the young man started to talk in the park because

- A. they had nothing better to do.
- B. the young man took the first step.
- C. they both had agreed to meet there.
- D. the girl was bored with reading a book.

12.2. The young man wanted

- A. to meet a real and wealthy lady at last.
- B. to see what book the girl was reading.
- C. the girl to know he found her attractive.
- D. the girl to admit to confusing his name.

12.3. During the conversation, the young man found out that the girl

- A. was tired of her way of life.
- B. worked in a restaurant.
- C. did want to read a book.
- D. wanted to meet him again.

12.4. You might think that

- A. the people met in the park purely by chance.
- B. the couple usually spent their free time together.
- C. the man and the girl were secretly in love with each other.
- D. one wanted to learn about the life of the other's social group.

12.5. Most probably, the young man and the girl really were

- A. a wealthy man and a wealthy girl.
- B. a wealthy man and an ordinary girl.
- C. an ordinary man and an ordinary girl.
- D. an ordinary man and a wealthy girl.

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

Zadanie 13. (3 pkt)

Przeczytaj poniższy tekst i uzupełnij luki (13.1.-13.6.). Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D.

Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

In its 1,000-year history Wrocław, the capital of the southwestern Polish province of Lower Silesia, has had **13.1.** _____ fewer than four rulers and five names. Founded at the turn of the first millennium Wrotizla, as it was first known, received city status in 1241. It was renamed Wretslaw when the Bohemians claimed it in 1335, Presslaw **13.2.** _____ Habsburg rule in 1526, and Breslau when it belonged to Prussia, and then Germany, from 1741 to 1945, when it was returned to Poland.

Almost 60 years later, Wrocław and its visitors are finding much to appreciate in the multicultural history and energy of this city of islets on the river Odra. The Old Town, situated in the city centre, offers Wrocław's **13.3.** _____ interesting attractions. The central point is the 13th century Market Square. Buildings on all four sides have been restored, among them the 18th century *Under the Golden Sun* – **13.4.** _____ host to visiting kings and now a medal museum.

Visitors in **13.5.** _____ more contemporary sights could seek out the cylindrical 1894 painting *Panorama Raclawicka*. Created by nine Polish artists, it commemorates the centenary of Tadeusz Kosciuszko's 1794 insurrection against Russian domination. The Panorama forms part of a diverse heritage **13.6.** _____ the citizens of Wrocław are justly proud.

Adapted from: Time, September 30, 2002

13.1.

- A. none
- B. more
- C. no
- D. just

13.4.

- A. once
- B. at once
- C. the once
- D. for once

13.2.

- A. under
- B. in
- C. with
- D. at

13.5.

- A. search for
- B. search of
- C. searching for
- D. searching after

13.3.

- A. the most
- B. most
- C. very
- D. a lot of

13.6.

- A. from which
- B. with what
- C. which
- D. of which

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!