Miejsce na naklejkę z kodem szkoły

dysleksja ☐

MAD-R2A1A-052

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

DLA ABSOLWENTÓW KLAS DWUJĘZYCZNYCH

ARKUSZ II

Arkusz II

MAJ ROK 2005

Czas pracy 150 minut

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 11 stron. Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
3. Nie używaj korektora.
4. Błędne zapisy wyraźnie przekreśl.
5. Pamiętaj, że zapisy w brudnopisie nie podlegają ocenie.
6. Wypełnij tę część karty odpowiedzi, którą koduje zdający. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.
7. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL. Zamaluj ■ pola odpowiadające cyfrom numeru PESEL. Błędne zaznaczenie otocz kółkiem ◉ i zaznacz właściwe.

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Za rozwiązanie wszystkich zadań można otrzymać łącznie **60 punktów**

Wypełnia zdający przed rozpoczęciem pracy

PESEL ZDAJĄCEGO

tylko **OKE Kraków, OKE Wrocław**

KOD ZDAJĄCEGO

READING COMPREHENSION

Task 5. *(13 points)*

Read paragraphs 1-7 of the article and match them with the most suitable heading (A-H) by putting the right letter in the boxes (5.1. – 5.7.). There is one extra heading which you do not need to use.
Then, answer questions 5.8. – 5.13. by putting the right number of the paragraph (1-7) in the appropriate box. Some of the paragraphs may be chosen more than once.
For each correct answer you will be given 1 point.

A	COUNTING THE ALMOST IMPERCEPTIBLE
B	DIGITAL INTERROGATION
C	A SUBTLER OPTION
D	INFALLIBLE SOFTWARE
E	NOT ONLY SECURITY-BOUND
F	FINDING POINTS TO PONDER
G	FROM IDEA TO PRACTICE
H	MAN'S FINAL SAY

Paragraph 1.	**5.1.**	

When James J. Newberry started doing police work in California 30 years ago, questioning suspects often amounted to one thing: tossing the guy against the wall. 'I decided there had to be a kinder, gentler way,' he says. Newberry began studying the faces of the people he was interrogating. He got so good at picking liars from truth tellers that psychologist Paul Ekman, of the University of California, San Francisco, began studying Newberry in the late '80s. His talent, it turned out, was for detecting those faint or fleeting expressions in a suspect's face that seemed inconsistent with what he was saying. Ekman called them "microexpressions."

Paragraph 2.	**5.2.**	

Since then, Ekman has been teaching law-enforcement officers how to catch microexpressions and has written a book about them – 'Emotions Revealed.' He even trained Newberry to get perfect scores for recognizing liars on videotape. Now the U.S. Defense Department and the CIA are funding work to incorporate Ekman's research into software that will analyze certain facial movements captured by digital cameras.

Paragraph 3.	**5.3.**	

Terry Sejnowski, a neurobiologist at the Salk Institute in La Jolla, California, wants to develop an airport-security system that in a few years could notify airport workers of peculiarities around your lips (suppressed anger, perhaps?) while you're answering questions. Sejnowski envisions an airport kiosk like the ones that now print out boarding passes. You'd press a button for your native language, and the computer would ask you a series of questions. If you showed any unusual or unexpected expression it would come to the attention of a security official.

Paragraph 4.	**5.4.**	

Ordinary observation just isn't up to the task of catching liars. Judges, therapists and spies do no better than chance when asked to identify liars on videotape. In the 1970s Ekman developed a numbering technique – the Facial Action Coding System – for the movements of facial muscles. Narrowing your lips is 23; tightening a lip corner is 14. While recording these details, he observed expressions that flash across the face in as little as a 20th of a second.

Paragraph 5.	**5.5.**	

Ekman guessed that certain gifted people who were good at catching lies noticed microexpressions without realizing it. So he sought out stars in law enforcement, including Newberry, tested their performance and honed their instincts with training. Seeing lies isn't easy. There's no single telltale expression – the key is seeing inconsistencies and making measured judgements about them. Texas Ranger David Maxwell, one of Ekman's star instructors, has seen murderers show microexpressions of happiness while professing grief. Or the wife of a murdered man might flash a microexpression of happiness while inwardly recalling her honeymoon. The expression is only a clue to ask more questions, Maxwell says.

Paragraph 6.	**5.6.**	

Is it prudent to relegate such subtle judgements to software? Some people seem to think so. Software developed at Carnegie Mellon now recognizes 20 facial movements with an accuracy of 80 percent or better. But judging when an expression is inconsistent with other behavior is tricky. Airline passengers with a tendency to suppress anger or anxiety may suffer more than their fair share of patdowns. That's why Ekman is more interested in training people, citing Israel's example of relying on highly trained personnel to spot suspicious passengers.

Paragraph 7.	**5.7.**	

If microexpression software doesn't make it as a security technology, it's got promise in medicine – doctors are testing it to monitor patients for signs of pain and to evaluate facial nerve damage. And get ready for market researchers interested in recording your twitches in response to television commercials. They might finally discover what you really think, even if it isn't polite.

Adapted from: Newsweek 9 June, 2003

	Which paragraph	**Number of paragraph (1-7)**
5.8.	jokingly hints at a possibility of invading people's privacy?	
5.9.	suggests what attributes a successful law-enforcement officer should combine?	
5.10.	reveals what the idea of microexpressions is all about?	
5.11.	mentions both present and future technology?	
5.12.	implies that studying microexpressions could be used to the advantage of the suffering person?	
5.13.	shows that Ekman's work is officially recognised?	

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

Task 6. *(9 points)*

Read the text below. For questions 6.1. – 6.9., choose the answer that best matches the text by circling the appropriate letter (A, B, C or D).
For each correct answer you will be given 1 point.

Being English used to be so easy. They were one of the most easily identified peoples on earth, recognized by their language, their manners, their clothes and the fact that they drank tea by the bucketload.

It is all so much more complicated now. When, occasionally, we come across someone whose stiff upper lip, sensible shoes or tweedy manner identifies them as English, we react in amusement: the conventions that defined the English are dead and the country's ambassadors are more likely to be singers or writers than diplomats or politicians.

The imperial English may have carried British passports – as did the Scots, Welsh, and some of the Irish – but they really didn't need to think too hard about whether being 'English' was the same as being 'British': the terms were virtually interchangeable. Nowadays nothing will so infuriate a Scot as to confuse the terms English and British. Elections in May 1999 to the new Scottish parliament and Welsh Assembly were, predictably, **trumpeted** by the Labour party (which had invented the whole idea of devolved governments) as strengthening the Union. Perhaps so. But it is unquestionably changed. Scotland, at least, has always been a nation, with its own legal and educational system, and civic and intellectual tradition. Now it has its own government and it is hard to think of political institutions which, once given power, have not sought more of it. The language has begun to reflect this changed relationship. Where a year or two ago events in Scotland were talked of as regional, they are increasingly spoken about as 'national'. The BBC has even issued instructions to its staff on the unacceptability of any longer talking of Wales as a 'Principality'.

Then there is the problem of Europe. Who knows how the collective ambition or delusion that has gripped the European political élite will end up? If it is successful, a United States of Europe will make the United Kingdom redundant.

But then there is the corrosive awareness that neither Britain, nor any other nation, can single-handedly control the tides of capital that determine whether individual citizens will eat or starve. Increasingly, the main business of national governments is the culture of their citizens.

These four elements – the end of empire, the cracks opening in the so-called United Kingdom, the pressures for the English to plunge into Europe, and the uncontrollability of international business – set me wondering. What did it mean to be English?

Although these are political questions, this is not a political work in the narrow sense of the word. I set out to try to discover the roots of the present English anxiety about themselves by travelling back into the past, to the things that created that instantly recognizable ideal Englishman and Englishwoman who carried the flag across the world. And then I tried to find out what had become of them.

Some of these influences were relatively easy to spot. Obviously the fact that they were born on an island rather than living on a continental landmass had had an effect. They came from a country where Protestant reformation had put the church firmly in its place. They had inherited a deep belief in individual liberty.

Others were more **opaque**. Why, for example, do the English seem to enjoy feeling so persecuted? What is behind the English obsession with games? How did they acquire their odd attitudes to sex and food? Where did they get their extraordinary capacity for hypocrisy?

I sought answers to the questions through travelling, talking and reading. Several years later, I am a bit the wiser and have a different set of questions.

And now I have just noticed that I am writing of the English as 'they', when I have always thought myself one of them. They remain elusive to the last.

Adapted from: Paxman, Jeremy; The English

6.1. The traditional image of an English person
A. has disappeared completely.
B. was built around clothes.
C. has become a mild caricature.
D. was created by politicians.

6.2. In the author's opinion, Scotland is likely to
A. demand more independence.
B. create its own government.
C. help consolidate the Union.
D. support the Labour Party.

6.3. The fact that 'British' is no longer equivalent to 'English' can be observed in
A. the BBC.
B. the Scottish legal system.
C. Wales.
D. the English language.

6.4. Discussing the idea of a United States of Europe, the author
A. is perfectly convinced of its success.
B. is truly enthusiastic about its elitism.
C. reluctantly admits its economic necessity.
D. genuinely admires its ambitious scheme.

6.5. The task the author undertook was
A. to identify the main reasons for the English self-consciousness.
B. to pinpoint the very essence of being English.
C. to study English people's concern about the past.
D. to examine the past and present political situation of the English.

6.6. Judging from the language used in paragraph 9, the author's attitude to his topic can be described as
A. fairly positive.
B. mildly ironic.
C. highly critical.
D. decidedly hostile.

6.7. The author's research
A. was a failure since its subject is too abstract.
B. ended up with his contempt for the English.
C. helped him finally identify with the English.
D. was successful but aroused further interest.

6.8. The word **trumpeted** in paragraph 3 means
A. ridiculed.
B. criticised.
C. advertised.
D. anticipated.

6.9. The word **opaque** in paragraph 9 means
A. vague.
B. transparent.
C. obvious.
D. definite.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

Task 7. *(8 points)*

Read the text below and fill in the spaces provided with 1-4 words. Use your own words. For each correct answer you will be given 1 point.

King led the Pack across the road, causing a Meals on Wheels van to screech to a halt. Harris followed; he used to sit at the kerb, but he knew that if he did that now he would lose all credibility with the Pack. Tough guys don't look right or left. From the safety of the pavement he turned and bared his teeth at the white-faced driver of the van, a mild-looking, middle-aged woman. Then Raver signalled them to move on and they were off again, running in the direction of the children's play area, with its smashed equipment and concrete surface littered with broken glass and sweet wrappings.

Lovejoy and Mick hovered around Kylie, who ran to King for protection. Mick snapped at Lovejoy and Lovejoy snapped back, and soon they were both rolling in the grass in a snarling vicious ball. Harris hoped he wouldn't have to take sides. He had no experience of street fighting. He realised as he watched King and Raver join in the fight that he had, until now, led an extremely sheltered existence. Then, for no reason that Harris could see, the fight stopped.

Harris lay on the grass next to Kylie. She was very pretty. True, she could have done with a little grooming; her hair was matted with mud. But Harris was happy with her proximity. It was time he had some romance in his life, he thought.

He was edging nearer to Kylie when King got to his feet and stared at the far end of the Recreation Ground, where a stranger could be seen in the distance. Harris recognised the intruder immediately. It was Susan, his half sister, taking her morning walk. Harris had never liked Susan. She was a snob and, anyway, he was jealous of her fancy wardrobe. Look at her now, wearing her new tartan coat. What *did* she look like? Harris saw an opportunity to enhance his status with the Pack and he left the line and ran towards Susan as fast as he could. Susan turned tail and ran back towards the house.

Adapted from: Townsend, Sue; The Queen and I

The reason why Harris ran across the road was that he wanted to appear **7.1.** _____ as the others.

Harris wanted to remain impartial because he was **7.2.** _____ _____.

By 'sheltered existence' we understand **7.3.** _____.

Harris ran towards Susan to **7.4.** _____ the group.

The type of text presented above is best characterised as **7.5.** _____.

The characters in the text are a group of **7.6.** _____, presented as if they were a group of **7.7.** _____, which contributes to the **7.8.** _____ tone of the text.

WRITING

Task 8. *(30 points)*

Choose one of the topics below and write a composition of 300-350 words.
Mark the chosen topic.

1. Write **a story** entitled *Half the truth is often a whole lie*.

2. Is it possible to define the boundary between being a Pole and being a European? Write **an essay** presenting a balanced view on the subject.

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