Miejsce
na naklejkę
z kodem szkoły

dysleksja ☐

MAD-R2A1A-062

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

DLA ABSOLWENTÓW KLAS DWUJĘZYCZNYCH

Arkusz II

Czas pracy 150 minut

ARKUSZ II

MAJ
ROK 2006

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 11 stron (zadania 5 – 8). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
3. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
4. Pamiętaj, że zapisy w brudnopisie nie podlegają ocenie.
5. Wypełnij tę część karty odpowiedzi, którą koduje zdający. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.
6. 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

KOD ZDAJĄCEGO

READING COMPREHENSION

Task 5. *(12 points)*

Read the article and answer the questions in the table (5.1.-5.12.) by choosing the corresponding paragraph and putting the appropriate letter (A-F) into each box. Some of the paragraphs may be chosen more than once.
For each correct answer you will be given 1 point.

A. The prehistory of London invites endless speculation and there is a certain pleasure to be derived from the prospect of human settlement in areas where, many thousands of years later, streets would be laid out and houses erected. There is no doubt that the region has been continually occupied for at least fifteen thousand years. A great gathering of flint tools, excavated in Southwark, is assumed to mark the remains of a Mesolithic manufactory; a hunting camp of the same period has been discovered upon Hampstead Heath; a pottery bowl from the Neolithic period was unearthed in Clapham. On these ancient sites have been found pits and post-holes, as well as human remains and evidence of feasting.

B. In the late Neolithic period there appeared, from the generally marshy soil on the northern bank of the Thames, twin hills covered by gravel and brick-earth, surrounded by sedge and willow. They were forty to fifty feet in height, and were divided by a valley through which flowed a stream. We know them as Cornhill and Ludgate Hill, with the now buried Walbrook running between. Thus emerged London.

C. The name is assumed to be of Celtic origin, awkward for those who believe that there was no human settlement here before the Romans built their city. Its actual meaning, however, is disputed. It might be derived from Llyn-don, the town or stronghold (don) by the lake or stream (Llyn); but this owes more to medieval Welsh than ancient Celtic. Its provenance might be Laindon, "long hill," or the Gaelic lunnd, "marsh." One of the more intriguing speculations, given the reputation for violence which Londoners were later to acquire, is that the name is derived from the Celtic adjective londos meaning "fierce".

D. We must not necessarily assume that there were settlements or defended enclosures upon Ludgate Hill or Cornhill, or that there were wooden trackways where there are now great avenues, but the attractions of the site might have been as obvious in the third and fourth millennia BC as they were to the later Celts and Romans. The hills were well defended, forming a natural plateau, with the river to the south, fens to the north, marshes to the east, and another river, later known as the Fleet, to the west. It was fertile ground, well watered by springs bubbling up through the gravel. The Thames was easily navigable at this point, with the Fleet and the Walbrook providing natural harbours. The ancient trackways of England were also close at hand. So from earliest times London was the most appropriate site for trade, for markets, and for barter. The City has for much of its history been the centre of world commerce; it is perhaps instructive to note that it may have begun with the transactions of Stone Age people in their own markets.

E. All this is speculation, not altogether uninformed, but evidence of a more substantial kind has been discovered in later levels of London earth. In those long stretches of time designated as the "Late Bronze Age" and the "Early Iron Age" – a period spanning almost a thousand years – shards and fragments of bowls, and pots, and tools, were left all over London. From the Thames itself many hundreds of metal objects have been retrieved, while along its banks is to be found frequent evidence of metal-working. This is the period from which the great early legends of London spring. It is also, in its latter phase, the age of the Celts.

F. In the first century BC, Julius Caesar's description of the region around London suggests the presence of an elaborate, rich and well-organised tribal civilisation. Its population was "exceedingly large" and "the ground thickly studded with homesteads." The nature and role of the twin hills throughout this period cannot with certainty be given; perhaps these were sacred places, or perhaps their well-defined position allowed them to be used as hill-forts in order to protect the trade carried along the river. There is every reason to suppose that this area of the Thames was a centre of commerce and of industry, with a market in iron products as well as elaborate workings in bronze, with merchants from Gaul, Rome and Spain bringing Samian ware, wine and spices in exchange for corn, metals and slaves.

adapted from: *London by Peter Ackroyd, 2001*

	Which paragraph	**Paragraph (A-F)**
5.1.	includes linguistic speculations concerning London?	
5.2.	speculates on the possible religious importance of the area around which London grew?	
5.3.	gives reasons why the river was a good waterway?	
5.4.	suggests how the famous financial district may have started?	
5.5.	points to the origin of some of the stories about London?	
5.6.	speculates about the trait that characterized the city inhabitants?	
5.7.	indicates that the number of inhabitants in the London area was rather impressive?	
5.8.	enumerates names of places where archaeological findings were made?	
5.9.	expresses the author's uncertainty as to whether in the past people had already built fortified places in the region?	
5.10.	lists regions with which the inhabitants of London had economic ties?	
5.11.	provides the exact location around which London was founded?	
5.12.	presents geographical reasons for the development of the city?	

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

Task 6. *(8 points)*

Read the text below. For questions 6.1.–6.8., choose the answer that best matches the text by circling the letter A, B, C or D.
For each correct answer you will be given 1 point.

This fall some two million high school seniors will apply to one of the thousands of colleges and universities in the United States. The fact that most colleges today are more selective than they were a decade ago has filled the college admissions process with **a sense of risk and scarcity** – and that in turn has driven a steady increase in the number of schools to which seniors typically apply. With the average public school college counselor laboring under a workload of about 500 students, consumers of higher education must rely on college guides and rankings that are published each year, including *U.S. News & World Report's* "America's Best Colleges".

Education analysts and university presidents believe that rankings have distorted the admissions process. Not until the 1990s, when college guides became a growing industry, did it really dawn on critics that college rankings were also providing kids with reliable data that could be used to compare schools and pick one out of the clutter. To reduce the relevance of one sort of ranking the critics would have to provide another: an alternative measure of educational quality based on a new standard to which institutions could aspire.

It's worth looking more closely at some of the specific measures. Take faculty resources. Under the *U.S. News* formula a school that primarily hires full-time professors with the highest degrees in their fields and pays them handsomely scores above a school that relies more on lower-paid, part-time professors. The thinking here seems plausible enough: the higher-paid professor is more likely to have an impressive curriculum vitae and be a good teacher, and a full-time professor has more time to teach and prepare for classes than a harried adjunct. But in practice the things that make a professor well known in his field – published articles, groundbreaking research – must compete for his time and attention with teaching obligations. Few schools reward their faculty members for being good classroom teachers.

How about schools that are rich in talented students? Broadly speaking, SAT or ACT scores and high school class rank are a good indicator of the academic ability of an incoming student. But research on learning shows that the highest-achieving students will probably thrive intellectually regardless of how effective their school's teachers are, so it's hard to tease out how much credit an institution deserves for its students' college achievement.

How about schools that are rich? On the whole, such schools can spend more money on their students and score better in the "financial resources" category – which measures spending on things such as faculty salaries, libraries and other forms of academic support, and student counseling – than schools with tiny endowments. The catch is that a high level of per-student spending does not necessarily translate into, say, a high level of per-student learning. It's the difference between having a well-stocked library and knowing whether your students actually read a lot of books.

The fact that faculty, student, and financial resources don't necessarily correlate with high levels of learning also undercuts the most important of the *U.S. News* measures: peer assessment. Peer assessment is purely subjective: university presidents, provosts, and admissions officers are simply asked to rate each school on a scale of 1 to 5. In one sense, then, rankings have merely made explicit the perceptions of prestige and quality that existed among educators long before anyone tried to record **them**. But it turns out that university officials tend to base their assessment of "reputation" on an institution's wealth in resources.

On the whole, rich, prestigious, research-oriented universities are assumed, rightly or wrongly, to provide a better education than other schools. Therefore, university administrators are devoting increasing amounts of time and money to improving the things that build prestige, whether or not those things improve the educational experience of the undergraduates the institution is meant to serve.

adapted from: *The Atlantic Monthly, November 2003*

6.1. In paragraph 1, the author uses the phrase "a sense of risk and scarcity" to imply that
A. the number of colleges and universities is decreasing.
B. the educational standards are generally very low.
C. many candidates are rejected by good universities.
D. the number of college counselors is insufficient.

6.2. As suggested in paragraph 2, college rankings are useful because they
A. make the admissions process easier.
B. help in choosing the best university.
C. point out wealthy and reliable schools.
D. raise educational standards and aspirations.

6.3. In paragraph 3, the author of the article
A. explains why colleges reward professors for being really good teachers.
B. points out the reasons why colleges prefer to employ full-time professors.
C. regrets the fact that colleges ensure high salaries for all their professors.
D. advises college professors to start competing with well-known researchers.

6.4. Good students tend <u>not</u> to
A. be affected by other intellectuals.
B. develop intellectually when poorly taught.
C. display their strengths in the classroom eagerly.
D. let a school impede their learning potential.

6.5. The problem with wealthy universities is that
A. their students may not use the resources fully.
B. they hardly ever spend money reasonably.
C. their financial resources are badly managed.
D. they pay their professors excessive salaries.

6.6. The criterion which has the most significance in the *US News* report is
A. the number of professors employed by the school.
B. how many gifted students study at the school.
C. the total amount of money spent per student.
D. the evaluation by educational authorities.

6.7. "Them," as used in paragraph 6, refers to
A. financial resources.
B. university officials.
C. favourable opinions.
D. university students.

6.8. The author's purpose in presenting the four evaluation criteria is to
A. emphasize their irrelevance in appraising colleges and universities.
B. account for their popularity and point out their weaknesses.
C. quote examples of the most useful and important measures.
D. demonstrate the problem they pose for all candidates.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

Task 7. *(10 points)*

Read the text below and fill in the spaces provided with <u>one word only</u>. Do not use words from the text. For each correct answer you will be given 1 point.

It began in 1989 when Russian scientists at a remote Antarctic research field station started to drill a hole into the ice. The researchers knew exactly what they were looking for: trapped in the ice would be tiny bubbles of air that carried secrets of the Earth's past climate. It worked, and the now famous Vostok (named after the station) ice core was the first to show a clear link between raised carbon dioxide levels and a warmer atmosphere over the past 400000 years.

But, as the scientists drilled, it became clear that something else was lurking under the ice. Seismic surveys and satellite images confirmed the scientists' suspicions: lying directly underneath the Russian station, down in the freezing depths, was a lake of fresh, liquid water.

The size of the underground reservoir, now called Lake Vostok, stunned experts. Covering an area twice the size of Yorkshire, it is up to 1200m deep. More intriguingly, its icy roof has probably sealed the lake from the rest of the planet for at least 15 million years. With no sunlight and just traces of nutrients to provide energy, biologists quickly realised that if there is life in the lonely waters of Lake Vostok – and there is life everywhere else on Earth where there is fresh water – it might be very different from life on the rest of our planet.

The one thing the scientists could be sure of was that puncturing the lake's surface with a dirty Russian drill loaded with 60 tonnes of kerosene to stop it freezing was not a good idea. With the bottom of the borehole just 120m above the pristine lake's frozen surface, drilling operations at Vostok were suspended in 1998.

Vostok is the biggest and most famous lake underneath Antarctica, but not the only one. Some 145 have been identified so far, and more will follow. Formed by geothermal heat melting the base of the ice sheet, which then acts as an insulating blanket to stop the water refreezing, all the lakes are dark, isolated from the outside world and all pose the same problem to scientists who want to probe them for life: "If we find life we have to be sure that it was there before and that we didn't put it there," says John Priscu, an ecologist at Montana State University who has studied lakes in Antarctica.

The Russian team insists it will enter Vostok very soon. Other scientists are unhappy with the plan, but are powerless to act. "I think it's going to be too risky for the science involved. It's going to be a contaminated mess," says Priscu at Montana. "I don't like the idea. It seems we're going back to the Amundsen-Scott stuff and we don't need that. I don't think a nation has to be first any more."

adapted from: *The Guardian, October 21, 2004*

The text is concerned with the **7.1.** _____ of a vast underground lake in Antarctica. The researchers wanted to explain the **7.2.** _____ of global warming in the last 400,000 years by **7.3.** _____ air bubbles they had found under the ice. It is hoped that due to the **7.4.** _____ of light and hardly any sources of energy the water in Lake Vostok may contain living organisms that do not **7.5.** _____ any others on Earth. However, by drilling the ice sheet researchers run the risk of **7.6.** _____ the pristine area of the reservoir. Thus they may forever contaminate the unique **7.7.** _____ that still **7.8.** _____ down there.

However, the Russians, whose **7.9.** _____ is situated over the lake, intend to reach Vostok soon on their own. Experts from other countries express their **7.10.**_____ attitude to the Russian decision.

WRITING

Task 8. *(30 points)*

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

1. Good education is the key to a successful professional career. Do you agree with the statement? Write an **essay** in which you express your opinion.

2. Write a **review** of a film or a documentary about an important scientific discovery.

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Poziom	**A**	**B**	**C**	**A**	**B**	**C**	**A**	**B**	**C**	**A**	**B**	**C**	
Liczba punktów	**7-6**	**5-4-3**	**2-1-0**	**7-6**	**5-4-3**	**2-1-0**	**8-7-6**	**5-4-3**	**2-1-0**	**8-7-6**	**5-4-3**	**2-1-0**	

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