CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

MJA 2015

UZUPEŁNIA ZDAJĄCY

KOD

PESEL

miejsce na naklejkę

☐ dysleksja

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM ROZSZERZONY

DATA: **3 czerwca 2015 r.**
GODZINA ROZPOCZĘCIA: **14:00**
CZAS PRACY: **150 minut**
LICZBA PUNKTÓW DO UZYSKANIA: **50**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 15 stron (zadania 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
5. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
6. Na tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
7. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem ◉ i zaznacz właściwe.
8. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

MJA-R1_1P-153

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Układ graficzny
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Zadanie 1. (0–3)

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.

Tekst 1.

1.1. The speaker wants to

A. review a documentary about medieval castles.

B. welcome a group of tourists visiting a medieval castle.

C. encourage people to learn more about life in medieval castles.

Tekst 2.

1.2. Which of the following is stated in the interview as <u>an opinion</u>, and not a fact?

A. In sport, combinations of colours produce a desired response.

B. The same colours are not equally attractive in different places.

C. Sports clubs don't pay enough attention to the colours they choose.

Tekst 3.

1.3. The text is about

A. different superstitions about the same number across cultures.

B. the culture-specific character of superstitions concerning numbers.

C. the origin of superstitions about numbers which bring good luck.

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat sposobów witania się w różnych krajach. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.

<u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

In this country

A. people greet each other with a handshake followed by a head bow.

B. the position of the hands while greeting someone reflects the degree of respect.

C. physical contact is not involved when relatives greet one another.

D. one of the greetings involves touching the other person's head.

E. a small head bow is a typical greeting only in a certain social group.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–5)

Usłyszysz dwukrotnie wywiad na temat rekrutacji na studia. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D.

3.1. According to Tom Drake, some students

A. engage in too many activities in the senior year of school.
B. do too little to improve their grades before leaving school.
C. include in their lists of interests activities they didn't do.
D. don't attend enough extracurricular classes at school.

3.2. Students should include a personal statement because

A. it is obligatory at most universities.
B. it can help them receive financial help.
C. it may be crucial during the admission process.
D. it will give them a better chance of getting a student job.

3.3. Tom gets annoyed during the application process when candidates

A. can't prove their interest in college life.
B. aren't able to make use of available information.
C. don't contact admissions officers personally.
D. don't present all their interests.

3.4. Answering the last question, Tom mentions an applicant who

A. made a spelling mistake in the name of the university.
B. copied his essays from the university's site.
C. spent too little time at the university.
D. referred to the wrong town in his application.

3.5. In the interview, Tom

A. persuades students to continue their education.
B. compares the admission process at two different universities.
C. encourages students to take up as many activities as possible.
D. advises students on how to apply to university in a proper way.

PRZENIEŚ ROZWIĄZANIA ZADAŃ <u>OD 1. DO 3.</u> NA KARTĘ ODPOWIEDZI!

Zadanie 4. (0–4)

Przeczytaj tekst, który został podzielony na trzy części (A–C) oraz pytania go dotyczące (4.1.–4.4.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli. Uwaga: jedna część tekstu pasuje do dwóch pytań.

In which paragraph does the author		
4.1.	point to an unsatisfactory quality of coffee in a certain type of establishment?	
4.2.	compare the demand for two different products?	
4.3.	mention the invariably high-quality coffee served in a country where it is not grown?	
4.4.	describe preparing coffee as a ritual?	

COFFEE HERE AND COFFEE THERE

A. Few people begin the day without a hot drink. Chocolate and tea are popular morning jump-starters. But coffee dominates the morning hour in every time zone. While the plant that produces the beans is native to Africa, two main species of coffee are now grown in nearly every tropical region. The consumption of this beverage is increasing throughout the world, and though coffee is far from being the world's largest crop, it is now the second most needed commodity after oil. Coffee is present in almost every culture, yet it takes a wide range of forms throughout the world.

B. Ethiopia is the native homeland to the *Coffea* genus. People here have been making coffee in the same way for more than 1,000 years. Today, coffee is still served and serving it is a ceremony that changes the beans from raw red cherries into a toasty, steaming drink, often all before the guest's eyes. In contrast, in the USA there is "gas station coffee," the type that one gets in roadside diners. It is an ominously tea-colored product brewed hours before being served, so it resembles a coffee-like drink rather than genuine coffee.

C. But perhaps nobody has a better tradition of preparing coffee than Italy. Though many lines of latitude north of coffee-growing countries, Italy has somehow attained the position of coffee lord and master. It's here that a coffee lover can enter any establishment, whether an elegant bar or a small nameless café, and expect no less than the brown-black best. Never worry about getting a fake instant coffee, because "cafe" in Italy is synonymous with "espresso." Add milk, sugar, or ice cubes and the door to the creamy world of the most popular coffee variations opens wide.

adapted from http://blogs.smithsonianmag.com

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 5.1.–5.4. litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

BITTY BAT

In the depths of a dark cave in Sai Yok National Park, west-central Thailand, a tiny bat hangs effortlessly from the ceiling. A mere two grams in weight and a little over an inch in length, the bumblebee bat is one of the world's smallest mammals. It flies only under the cover of darkness in the dense forests, where it is but a shadow in the night. **5.1.** _____ But exactly which of them pose the greatest threat to the bats remains unknown.

In fact, there is much about bumblebee bats that has yet to be explained. They live in groups called colonies, but whether colonies move from one cave to another remains vague. **5.2.** _____ This process provides different types of information from which the precise location, orientation, and type of prey are identified.

The bumblebee bats' remote cave sites would suggest that the animals are safe from potentially threatening human activities. **5.3.** _____ According to the *International Union for Conservation of Nature,* colonies at some cave sites decreased by an estimated 14 percent between 1998 and 2008. In fact, there are now fewer than 10,000 bumblebee bats left in the wild, and populations in Thailand are expected to decrease by another 10 percent in the next decade.

Major threats to the existence of the bumblebee bat stem from human activities, and include, for example, human intrusion into caves from tourism, habitat destruction from mining and the burning of forests around cave entrances. **5.4.** _____ So, as part of their efforts to save the tiny creature, conservationists must now work to improve public education about the species so that people can respond positively to the need for its protection.

adapted from www.britannica.com

A. How long bumblebee bats live is also unknown, but it may be around 5 to 10 years longer than in case of the lifespans of other closely related bats.

B. Many of these acts suggest just a lack of awareness of the bats' presence or of the harmful impact being exerted on them.

C. But since their discovery in the seventies by the Thai mammologist Kitti Thonglongya, the species has been in decline.

D. Such secretive behaviour would suggest that bumblebee bats are trying to avoid being hunted by predators.

E. What is known is that bumblebee bats, just like other bats, navigate and detect the target by emitting high-pitched sounds that bounce off objects and reflect back to their ears.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–5)

Przeczytaj dwa teksty związane z rowerami. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C albo D.

Tekst 1.

MORNING RUSH

A train pulls into the station. There is a loud hiss as the doors are released and a hard rolling sound as they spring apart. The train is almost empty but a large crowd of commuters is waiting to board it. At the door nearest the exit stairs a man in a grey tracksuit and holding a bicycle tries to get off the train against the crush of people trying to get on. One pedal of the bicycle snags a shopping basket which is pulled from the grasp of the middle-aged lady who is carrying it. The basket is dumped on the slatted wooden floor of the tube train. It contains mostly vegetables, including a plastic two-pound bag of new potatoes. This bag is ejected from the basket and splits as it hits the floor. The potatoes are all small and they scatter among the feet of those getting on the train.

One passenger, a businessman carrying a briefcase, steps on a potato. The man slides sharply to the right, recovers momentarily, and then pitches forward. He lets go of his briefcase and puts his hands out to stop his fall. One corner of the briefcase strikes the floor first, the clips at the top spring apart with the shock and the briefcase flies open. The contents are deposited across the floor of the rapidly filling carriage. A copy of the Financial Times, three pens, a red and yellow packet containing thirty-six photographs, and two tickets for the following evening's performance of 'Shirley Valentine' at the Empire Cinema with at least half a dozen paper clips. Three or four passengers bend down to help retrieve the contents of both the briefcase and the shopping basket while someone else helps the businessman who has fallen to get to his feet. He inspects his hands which are scuffed and bruised but not bleeding.

The cyclist, meanwhile, has managed to free himself from the crowd and is standing at the back of the platform waiting for the crowd to disperse. He has seen nothing of the incident with the shopping basket and the briefcase. He leans his bicycle against the wall and inspects it for signs of damage. The man in the train has now recovered his briefcase and all its contents except the paper clips. From his position in the centre of the space between the doors of the carriage he looks out over the heads of those latecomers still struggling to get on and sees the cyclist over by the wall as he leans over to check the chain and gearing.

adapted from Cybernetics by D. Mackenzie

6.1. When leaving the train, the cyclist

A. strikes a passenger with his basket.
B. pushes his way through the boarding crowd.
C. lets the lady with a shopping basket go first.
D. crushes other passengers against the exit door.

6.2. After falling down, the businessman

A. immediately tries to get to his feet on his own.
B. notices his hands are covered in blood.
C. is given a hand with collecting his things.
D. cannot move because the carriage is packed with people.

6.3. After getting off, the cyclist waits on the platform because

A. he wants to see the latecomers trying to get on the train.
B. there are a lot of people rushing around.
C. he intends to apologize for the incident he has caused.
D. one part of the bike turns out to be broken.

Tekst 2.

HIRE A BIKE TO WORK

By 7.30 a.m., the suited hordes are already swarming out of Waterloo, Britain's busiest station. South West Trains commuters are marching half-awake towards tubes, buses and one of the 117 bikes in the station's "super-dock", the biggest in the capital. At this time there are plenty of bikes to take, and the suits unlock them with their membership keys, pedal off and flow over Waterloo Bridge. Wait half an hour, though, and there is a problem. A recent report showed that that by 8 a.m. there are only a few bikes left and 10 minutes later the super-dock is completely empty.

As commuters ride from the peripheries of the Cycle Hire Scheme zone into the City and central London, they leave empty docking stations behind them in the morning and fill up the ones where they park their bikes, so those arriving later either cannot find a bike to ride, or cannot dock it when they arrive at work. The problem happens in reverse in the evenings. Serco, the service company that runs the scheme, is supposed to redistribute bikes so that empty and full periods don't happen. Its fleet of vans and cars is supposed to ensure that if a docking station does not have a bike or docking point available, there will be another nearby which does, but the stories from users suggest that isn't the case. "The system must be reliable for people to be able to trust the transport for regular commutes. We're really fed up. It might be the time for the city council to reconsider whether it is the best service provider we can get," complained one user.

However, despite these inconveniences, the Cycle Hire Scheme is definitely a welcome improvement to the city's public transport network. Although many residents were skeptical about cycling in London rainy weather, the Cycle Hire Scheme has recorded nearly 19 million journeys. At this time of the year the 7,000 bikes in service are used about 10,000 times a day, a figure that doubles when spring arrives. The early doubters have also been proved wrong with regard to another issue. According to the latest data, compared to foreign schemes, London scheme has recorded much lower rates of theft. There are also fewer cycling accidents than feared earlier.

adapted from London Evening Standard

6.4. Which of the following is stated in the text as an <u>OPINION</u>, not a fact?

A. Hiring bicycles is most difficult after 8 a.m.

B. Commuters use the scheme most frequently in spring.

C. The theft of bicycles for hire is lower in London than abroad.

D. The service company is unable to carry out its task adequately.

6.5. In the <u>last</u> paragraph, the author

A. questions the purpose of introducing the scheme.

B. comments on the unexpected popularity and safety of the scheme.

C. suggests making some improvements to the scheme.

D. warns against negative consequences of using the scheme in the long run.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 7. (0–4)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B, C albo D.

GAP YEAR

When we **7.1.** _____ the last year of school, our future was something my friends and I frequently debated. There were those who wanted to go straight to university to avoid the rise **7.2.** _____ fees and those who chose to wait for their exam results before deciding what they wanted to do next.

I didn't really fit into **7.3.** _____ group; I decided to take a year off. To put it simply, I was tired of the structured form of school life. I thought I would get the most out of university if I went there having experienced more of the world, having changed the way I'd lived my life so far and, really, having grown up.

There was also the influence of my sister. Two years older than me, she had, at the last minute, made up her **7.4.** _____ to take a gap year. She has since said that although it was not a conscious decision, it was the best one she could have made.

adapted from www.telegraph.co.uk

7.1.

A. gained
B. spent
C. reached
D. crossed

7.2.

A. in
B. on
C. at
D. for

7.3.

A. none
B. either
C. neither
D. both

7.4.

A. brain
B. sense
C. mind
D. idea

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
<u>Uwaga:</u> dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

heavy	inspect	number	research	wrong	vanish

BERMUDA TRIANGLE MYSTERY

Scores of ships and planes **8.1.** _____ without trace over the centuries in a vast area of ocean with imaginary points in Bermuda, Florida and Puerto Rico – the so-called Bermuda Triangle.

Christopher Columbus − on his first voyage of discovery − was the first person to record anomalous activities in the seas around Bermuda. While his ships were passing through the Sargasso Sea, the Italian explorer said they experienced erratic compass readings.

While it is believed that **8.2.** _____ ships and airplanes have disappeared under highly unusual circumstances, the United States Coast Guard officials disagree with that assessment. They show statistics which demonstrate that the number of incidents is no larger than that of any other **8.3.** _____ travelled region of the world.

Many of the alleged mysteries have proven not so mysterious upon close **8.4.** _____, with inaccuracies and misinformation circulating over the decades.

adapted from http://bernews.com; www.world-mysteries.com

Zadanie 9. (0–4)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (9.1.–9.4.). W każdą lukę można wpisać od 2 do 4 wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.
Uwaga: nie zmieniaj formy podanych wyrazów.

9.1. It's a pity I had too little time to drop in for a chat.

HAD

I wish _____ more time to drop in for a chat.

9.2. Our company has been under the control of foreign investors since 2010.

OVER

Foreign investors _____ the control of our company in 2010.

9.3. They limited the amount of luggage you can take onto a plane.

LIMIT

They _____ the amount of luggage you can take onto a plane.

9.4. I'll remind them about it. They may forget.

CASE

I'll remind them about it _____.

Zadanie 10. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz temat, który wybrałeś(-aś), zakreślając jego numer.

1. Wiele osób uważa, że sklepiki szkolne nie powinny sprzedawać słodyczy i jedzenia typu *fast food*. Napisz **rozprawkę,** w której przedstawisz swoją opinię na ten temat, rozważając go z punktu widzenia uczniów oraz właścicieli sklepików szkolnych.

2. Twoja szkoła zdecydowała się nawiązać współpracę z jedną ze szkół brytyjskich. Jako przedstawiciel uczniów, napisz **list** do dyrekcji szkoły brytyjskiej. W swoim liście przedstaw korzyści wynikające z takiej współpracy oraz opisz akcję, która mogłaby być zorganizowana w ramach współpracy Waszych szkół.

CZYSTOPIS

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Zgodność z poleceniem									Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
	0-1-2-3-4-5								0-1-2	0-1-2-3	0-1-2-3	
Elementy treści (0-1-2)					*Elementy formy (0-1)*							
1	*2*	*3*	*4*	*5*	*1*	*2*	*3*	*4*				

BRUDNOPIS *(nie podlega ocenie)*