CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

MJA 2020

WYPEŁNIA ZDAJĄCY

KOD

PESEL

miejsce na naklejkę

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM ROZSZERZONY

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

- ☐ nieprzenoszenia odpowiedzi na kartę odpowiedzi
- ☐ dostosowania zasad oceniania.

TERMIN: **dodatkowy 2020 r.**
CZAS PRACY: **150 minut**
LICZBA PUNKTÓW DO UZYSKANIA: **50**

NOWA FORMUŁA

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.

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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 jedną z liter: A, B albo C.

Tekst 1.

1.1. This text is about

A. an incident involving a passenger's luggage.

B. regulations applicable to low-fare ticket holders.

C. a ban on carry-on bags on board.

Tekst 2.

1.2. The speaker wants to

A. question a candidate's qualifications to head the council.

B. provide arguments why a freshman won't make a good president.

C. present herself as an appropriate person to lead a student organisation.

Tekst 3.

1.3. The speaker addresses

A. new employees being shown around the plant.

B. students participating in a field trip.

C. tourists on a guided tour of the dam.

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat przeprowadzki. 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.

This speaker

A. discovered faults he/she had been unaware of at the time of making a purchase.

B. caused inconvenience to other residents.

C. felt relieved to be able to withdraw from a purchase.

D. became anxious because of a call he/she received.

E. received his/her belongings in two separate deliveries.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–5)

Usłyszysz dwukrotnie wywiad z poszukiwaczem butelek z wiadomościami wyrzucanych przez morze. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.

3.1. Clint took up his hobby after

A. he survived a hazardous transatlantic voyage.
B. his childhood dream came true.
C. he made an unexpected find.
D. a couple of treasure seekers asked him for help.

3.2. Finding the sender of one bottle involved

A. writing to a hotel owner in New Hampshire.
B. meeting the sender's mother.
C. obtaining information from a private detective.
D. contacting certain institutions.

3.3. When talking about the senders he contacts, Clint mentions

A. a couple dissatisfied with their boat trip.
B. a family who paid him a visit.
C. a relative of the author of the message.
D. a prisoner he had to visit on one occasion.

3.4. Which is TRUE about the islands Clint talks about?

A. They boast a museum founded by an oceanographer.
B. There is a display of bottles with messages there.
C. The ocean currents in the area changed in the 1800s.
D. Their secluded beaches are a magnet for holiday makers.

3.5. In answer to the last question, Clint

A. describes how friendships are formed between bottle hunters and senders.
B. stresses the need to explore remote areas when hunting for bottles.
C. explains why he is passionate about bottle hunting.
D. draws attention to the risks of bottle hunting.

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

Zadanie 4. (0–4)

Przeczytaj opisy trzech miejsc (A–C) oraz zdania 4.1.–4.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli.
Uwaga: jeden tekst pasuje do dwóch zdań.

From this text we learn that

4.1.	the town's location has contributed to the preservation of the local customs.	
4.2.	the settlement was built with the use of a plant.	
4.3.	dwellings constructed there protect people from extreme weather.	
4.4.	the residents were able to alter the position of their homes when in danger.	

STRANGE PLACES TO LIVE IN

A. AL HAJJARAH, YEMEN

Al Hajjarah was built on top of a massive rock. Even the local inhabitants are not sure when the first people arrived here, but this incredible walled town is said to date back to the 12th century. The houses themselves are fortified as if always ready for enemy attack. Thanks to the town's seclusion, the centuries-old traditions have survived and are still cherished there. The lands surrounding the town are relatively fertile, and the area receives sufficient rain to grow plants and support typical Arabian livestock such as goats, camels and horses.

B. GUADIX, SPAIN

Travellers who stray off the beaten track will be rewarded in this town by the sight of 'cave houses' constructed in the shadow of the Sierra Nevada Mountains. The labyrinth of more than 2,000 cave homes is thought to have been created around the 16th century, when Moors, fearing persecution from their enemies, fled to the hills and carved their houses in the soft sandstone. Today, the caves are often well-appointed, with marble floors, running water, electricity, and even the Internet. Amid the dry desert landscape, the caves with whitewashed chimneys and doors provide a welcome relief from the fierce heat during the summer months.

C. LAKE TITICACA, PERU

The Uros people built 42 islands on Lake Titicaca on the border of Peru and Bolivia as a place to live. This happened around the 13th century, when attacks from their aggressive Inca neighbours became particularly frequent. The Uros formed the islands from bundles of floating reeds whose dense root systems act as natural support. On each island they constructed a number of dwellings. The islands could be moved – like large rafts – to evade approaching enemies. A few hundred Uros still live on the islands. Many of them work in tourism, which provides welcome financial opportunities, but at the same time it has led to the old traditions falling into disuse.

adapted from www.bbc.com

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–4)

Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w każdą lukę (5.1.–5.4.) literę, którą oznaczono brakujący fragment (A–E), tak aby otrzymać spójny i logiczny tekst.

<u>Uwaga:</u> jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

AMAZING NATURE

There's increasing evidence to show that trees talk to one another, protect one another and even organise themselves into communities.

Scientists have proved that trees communicate danger by using chemical signals. For example, some acacia species on the African savannah defend themselves against giraffes by pumping toxins into the leaves. The giraffes get the message and move on. **5.1.** _____ The giraffes have learned that when one tree tastes bad, others in the vicinity will, too. This is because when the acacias come under attack, they give off a warning gas that signals a crisis situation to the immediately adjacent trees. That triggers other acacias to dump toxins into their own leaves as a defensive measure.

Pines use a different tactic. When an insect bites on a leaf, electrical signals travel from the damaged area to the roots, which produce a bitter substance that begins to flow back to the leaf. **5.2.** _____ For example, pines attract wasps that lay their eggs on the back of caterpillars which are eating their leaves, in this way condemning the caterpillars to death.

Another fascinating discovery is that trees seem to help their neighbours in times of need. **5.3.** _____ Sometimes they can even pick out their close relatives. Some become so tightly connected at the roots that they die together, like a devoted married couple. Other individuals, diseased or hungry, can be identified and nourished until they recover. When thick silver-grey beeches behave like this, they bring to mind elephants. **5.4.** _____ Many rot and disappear within a couple of hundred years — which is not very long for a tree. It appears to be the closeness of connection, or even affection, that determines how helpful the other trees will be.

adapted from www.dailymail.co.uk

A. Like the herd, trees look after their own, helping the sick and the weak back to health. Of course, this does not work for every tree whose life is threatened.

B. Interestingly, this support is not random. They distinguish members of their own species from among others surrounding them.

C. If the roots find themselves in trouble, this information is broadcast throughout the tree and the leaves start to release off-putting compounds.

D. But in addition to this, something even more amazing happens: the tree identifies the attacker by its saliva. After that, it releases pheromones which encourage specific predators to prey on the attacker.

E. However, instead of going right to the next tree, they wander at least 100 yards before trying their luck again. Why do they go that far?

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–5)

Przeczytaj dwa teksty związane z prowadzeniem samochodu. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

Tekst 1.

A COMPETENT MECHANIC

The car swept across the narrow bridge and round the corner beyond it. Geoffrey Dane allowed the speed to increase. He'd examined his map carefully at home and he knew what to expect. His car was highly powered and the engine was running smoothly. The road was a lonely one. Since the start of his journey, he'd encountered nothing but one cart and a couple of stray cattle. It was very unlikely that he'd meet any troublesome traffic before he reached Hamley, the market town six miles beyond the hill. The car was gathering speed.

Then, rounding a bend, he saw a motionless car in the middle of the road. Geoffrey slowed down sharply. He might have passed the obstructing car by driving with one wheel in the shallow roadside ditch, but he was a member of the Royal Automobile Club, which required him to help other drivers in need of assistance.

At the side of the road stood a woman, evidently the driver of the motionless car.

"Anything wrong?" Geoffrey asked.

"Everything," she said.

Geoffrey got out of his car. He noticed at once that the woman's face was covered with dirt, and that there was a good deal of mud on her frock. He recognised the signs of a long and useless struggle with an engine; but he was too polite to smile.

"Do you know anything about cars?" she asked.

To Geoffrey the question was almost insulting. He was a young man who particularly prided himself on his knowledge of mechanics. And the woman did not speak in the manner of a helpless maiden seeking assistance. But Geoffrey understood that no temper could be sunny after a struggle with an engine, so he just said, "I ought to know something about them. I'm driving one."

"It doesn't mean that you know anything about it," said the woman. "I was driving that one." She pointed to her car. "And I haven't the remotest idea what's wrong."

This time Geoffrey felt that the woman deserved a reprimand. He was prepared to help her, but he felt that he had a right to expect politeness in return.

"I don't think you should have stopped right in the middle of the road," he said.

"I didn't stop at all," said the woman. "The beastly thing just stopped there itself. To tell you the truth, if I could, I'd have pushed the car round so as to block the road altogether and force anyone who came along to stop and help me."

Geoffrey remained polite, which was very much to his credit.

"I see she's a Ford," he said, "and Fords are a bit hard to start sometimes, especially in cold weather. I'll have a try."

adapted from www.classicreader.com

6.1. Geoffrey allowed himself to drive at high speed because he

A. wanted to reach Hamley before it got jammed with traffic.
B. had checked what the route was like before setting off.
C. had to make up for the time lost on the way.
D. was trying to ensure there was nothing wrong with the engine.

6.2. When Geoffrey pulled up,

A. the woman's untidy appearance made him smile.
B. he noticed that the woman had made an effort to repair the car herself.
C. the woman's clumsiness with the car irritated him.
D. he was relieved to find that the woman knew what the problem was.

6.3. What can you learn from the conversation between the two characters?

A. The woman deliberately stopped the car in the middle of the road.
B. Geoffrey was short-tempered and behaved in an arrogant way.
C. Geoffrey's politeness proved unbearable to the woman.
D. The woman had doubts about Geoffrey's ability to repair the car.

Tekst 2.

ROAD RAGE

US auto club *AutoVantage* recently conducted a survey to determine the reasons for anger and violence among drivers. The results show that road rage is caused mainly by such factors as speeding, changing lanes without indicating, talking on mobile phones while driving, beeping and using angry gestures.

From the survey we learn that the dubious honour of having the most aggressive drivers in the US belongs to Miami. This is probably due to the fact that Miami has a very diverse population, including a large community of senior citizens who have a very different driving style to younger drivers.

Survey respondents also provided suggestions on how to decrease the number of road-rage incidents. They ranged from a ban on talking on mobile phones to increasing police presence on the roads. Only 7 percent of the respondents felt that a public awareness campaign would be useful.

In the survey men reported feeling rage more frequently than women. Interestingly, I have read several articles lately which express concern about an apparent rise in road-rage incidents among women. However, these are based on anecdotal evidence and the authors' general impressions, not facts and figures, so it's unclear whether this alleged trend is genuine or not.

It's important to keep in mind that road rage is not an uncontrollable phenomenon. As drivers, we all have a responsibility to behave as safely as possible. We also have the choice over whether to seek revenge for a real or perceived insult, or to set a good example. So the next time you're driving and someone cuts in on you or makes rude gestures, don't engage in aggressive behaviour, but keep a cool head. It's better to let them have their way, even when it feels unfair. It's more important to think of driving as a group experience instead of a competition. Remember that the other driver is likely to be under just as much stress as you are – they are just worse at handling it.

adapted from http://auto.howstuffworks.com

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

A. Exceeding the speed limit is one of the reasons for road rage.
B. Miami is the American city with the most aggressive drivers.
C. Few people consider a public awareness campaign worthwhile.
D. Women drivers have become more aggressive.

6.5. In the last paragraph, the writer gives advice on how to

A. make people take responsibility for their aggressive driving.
B. improve your driving skills in order to be safe on the road.
C. react to the hostile behaviour of some road users.
D. avoid a collision if someone cuts in on you.

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 jedną z liter: A, B, C albo D.

CO-WORKING

Co-working is basically the idea of having employees from various companies **7.1.** _____ a working space. For example, the staff of two companies from the same industry may **7.2.** _____ sitting in the same office and using the same tools or equipment.

The implementation of co-working spaces began during the global financial crisis that started in 2008. Thousands of people **7.3.** _____ redundant and many businesses had to cut costs. However nowadays, co-working is not only about the physical place and economizing, but also about establishing a community. It is particularly suited for freelance professionals, remote workers and small to medium enterprises seeking a community with a collaborative spirit.

If you **7.4.** _____ a co-working space so far, you obviously might be somewhat skeptical, but a large number of small companies are turning to this new type of high-quality, multi-functional working environment.

adapted from www.officefinder.com

7.1.

A. assign
B. share
C. capture
D. detain

7.2.

A. give up
B. make up
C. end up
D. put up

7.3.

A. have made
B. were made
C. had made
D. made

7.4.

A. haven't experienced
B. don't experience
C. hadn't experienced
D. won't experience

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.

approve	infect	expect	low	persist	revolution

SUPER-BANANAS

Vitamin A deficiency in developing countries causes many deaths among children. It also leads to blindness and increases the risk of severe **8.1.** _____. Luckily, there is some hope for people suffering from the deficiency. Researchers from Queensland University of Technology have developed a **8.2.** _____ new food: super-bananas. The fruit was created by fusing genes from a species of banana rich in pro-vitamin A, grown in Papua New Guinea, with the mass-produced bananas which most people are familiar with. Scientists claim that the new super-bananas could **8.3.** _____ vulnerability to disease because they contain unusually high levels of beneficial vitamins.

A group of researchers working under Professor J. Dales have already trialled growing the super-bananas in Australia, where the fruit exceeded their **8.4.** _____ by producing double the anticipated level of pro-vitamin A.

adapted from www.standard.co.uk

Zadanie 9. (0–4)

Przetłumacz na język angielski podane w nawiasach fragmenty, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.
<u>Uwaga:</u> w każdą lukę możesz wpisać <u>maksymalnie cztery</u> wyrazy.

9.1. What, in your opinion, (*było przyczyną*) _____
_____ last night's accident?

9.2. After the ceremony Anna's friends (*pogratulowali jej*) _____
_____ her promotion.

9.3. You (*powinieneś powiedzieć*) _____
_____ me about it earlier. Now I can't do anything about it.

9.4. My roommate was studying for the exams and asked (*czy mogę*) _____
_____ turn the radio off.

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 wybrany przez Ciebie, zakreślając jego numer.

1. Obozy przetrwania (*ang. survival camps*), w czasie których uczestnicy nabywają umiejętności pozwalające im przetrwać w ekstremalnych warunkach, stają się coraz bardziej popularne wśród młodzieży. Napisz **rozprawkę,** w której przedstawisz zalety i wady udziału w takich obozach.

2. Uczestniczyłeś(-aś) ostatnio w akcji sprzątania parku narodowego. Napisz **artykuł** do szkolnej gazetki, w którym zrelacjonujesz przebieg tej akcji oraz przedstawisz swój pomysł na to, w jaki sposób zachęcić do udziału w takich akcjach więcej młodych ludzi.

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*)