CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

WYPEŁNIA ZDAJĄCY

KOD

PESEL

Miejsce na naklejkę.
Sprawdź, czy kod na naklejce to **E-100**.
Jeżeli tak – przyklej naklejkę.
Jeżeli nie – zgłoś to nauczycielowi.

Egzamin maturalny ***Formuła 2015***

JĘZYK ANGIELSKI

Poziom rozszerzony

Symbol arkusza
EJAP-R0-**100**-2406

DATA: **6 czerwca 2024 r.**

GODZINA ROZPOCZĘCIA: **14:00**

CZAS TRWANIA: **150 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **50**

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

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

Przed rozpoczęciem pracy z arkuszem egzaminacyjnym

1. Sprawdź, czy nauczyciel przekazał Ci **właściwy arkusz egzaminacyjny**, tj. arkusz we **właściwej formule**, z **właściwego przedmiotu** na **właściwym poziomie**.
2. Jeżeli przekazano Ci **niewłaściwy** arkusz – natychmiast zgłoś to nauczycielowi. Nie rozrywaj banderol.
3. Jeżeli przekazano Ci **właściwy** arkusz – rozerwij banderole po otrzymaniu takiego polecenia od nauczyciela. Zapoznaj się z instrukcją na stronie 2.

Układ graficzny
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Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 20 stron (zadania 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Na pierwszej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
3. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
4. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
5. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
6. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
7. Symbol  zamieszczony przy zadaniu zamkniętym oznacza, że rozwiązanie tego zadania musisz przenieść na kartę odpowiedzi. Ocenie podlegają wyłącznie rozwiązania zaznaczone na karcie odpowiedzi.
8. Aby zaznaczyć odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe pole.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

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. The man is talking about

A. the disadvantages of being employed by a particular company.

B. a dangerous situation he faced on one occasion at work.

C. safety measures necessary in a certain job.

Tekst 2.

1.2. The speaker

A. gives advice on how to solve a worldwide problem.

B. describes an initiative to raise people's awareness.

C. recommends visiting a popular location in New York.

Tekst 3.

1.3. What are the speakers doing?

A. selecting a part of town which would be most suitable for the tiger sculpture

B. considering how to solve a problem with the tiger sculpture

C. preparing a report on an accident involving the tiger sculpture

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z bagażem. Do każdej wypowiedzi (2.1.–2.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.
<u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

A. was compensated for a ruined piece of luggage.
B. opened somebody else's suitcase while waiting at the airport.
C. recovered his/her missing luggage just before the return flight.
D. discovered an unfamiliar piece of luggage while he/she was away from home.
E. had forgotten to pick up a piece of his/her luggage at the airport.
F. was contacted by the person whose luggage had got mixed up with his/hers.

2.1.	2.2.	2.3.	2.4.	2.5.

Zadanie 3. (0–4)

Usłyszysz dwukrotnie rozmowę z osobą, która przeszła długodystansowy szlak i opowiada o swoim doświadczeniu. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.

3.1. Audrey decided to thru-hike the Appalachian Trail

A. in her early childhood.
B. after reading a particular book.
C. before she badly injured her back.
D. when a family member was talking about hiking.

3.2. While on the trail, Audrey and her friend

A. walked the final part of the way with another hiker.
B. kept in touch with their followers on social media.
C. spent all of the time completely on their own.
D. were given a map of the Appalachians.

3.3. When preparing for her next thru-hike, Audrey is going to

A. include more swimming in her training routine.
B. hike parts of the trail in winter.
C. work out with an instructor.
D. take part in a marathon.

3.4. When answering the last question, Audrey

A. warns listeners against taking poor quality equipment on a long hike.
B. emphasizes the role of experience in hiking a long trail.
C. encourages listeners to hike a long trail in a group.
D. gives advice to people who want to hike a long trail.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. 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.
<u>Uwaga:</u> w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author

4.1.	refer to a solution adopted due to necessity?	
4.2.	state that the origins of the dish's name are not clear?	
4.3.	point to a group of people whose knowledge of the dish is limited?	
4.4.	mention a story in which someone's creativity was inspired?	

TOAD-IN-THE-HOLE

A. British cuisine is rich in culinary delicacies with strange names, for instance: bubble and squeak, pigs in blankets, angels on horseback. They are all part of Britain's cultural heritage. A dish with a particularly striking name is Toad-in-the-Hole. It is made of pork sausages baked in crispy batter and served with gravy. The sausages resemble toads peeking out of gaps in the batter. The dish dates back to the 18th century. But, shockingly enough, in a recent survey almost 16% of respondents in their 20s were sure this British classic contains an actual toad.

B. It is widely accepted that the dish was originally developed by lower-income families. During the Industrial Revolution, working conditions were harsh and the pay workers received was poor. At a time when meat was pricey, British families had to search for more affordable and filling ingredients in order to feed themselves at minimum expense. It was at this time that a great number of families discovered that combining a flour-based batter with inexpensive cuts of meat and a hot, filling gravy was an ideal combination for economical meals. Toad-in-the-Hole is a perfect example of this.

C. The etymology of the puzzling name of the dish has always been a source of debate. There is even a bizarre toad-related tale of doubtful authenticity connected with the dish. The story goes like this: in Alnmouth, a village in North East England, a local golf course was overrun with toads. During a golf tournament, a toad pushed a golf player's ball out of the 18th hole using its head. This resulted in the player's consternation and the laughter of the group of onlookers. The chef at the local hotel supposedly came up with a dish to commemorate this humorous moment by baking sausages in batter so that they looked like toads poking their heads out of golf holes.

Na podstawie: theculturetrip.com; englishbreakfastsociety.com; www.getreading.co.uk

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.

THE FLATIRON – A NEW YORK ICON



One of the symbols of New York City is a very peculiar triangular-shaped building in Manhattan.

Designed by Daniel Burnham, an American architect and urban designer, it was originally owned by the Fuller Company, a major construction firm, and served for many years as the company's headquarters. Today, it mainly houses publishing businesses, as well as a few shops on the ground floor.

It was, unsurprisingly, called the Fuller Building when it opened in 1902. **5.1.** _____ Instead, the first steel-framed skyscraper in the city became known as the Flatiron. Although the building does resemble an old-fashioned clothes iron, it is often said that the name was actually inspired by the triangular piece of land on which the building was constructed, already called the Flatiron.

Daniel Burnham made the most of the available space. **5.2.** _____ Investors were not discouraged though, and the construction of the building was completed on schedule. At 22 stories and 307 feet, the Flatiron was never the city's tallest building, but always one of its most dramatic-looking.

At the beginning of the 20th century considerable efforts were being made to modernize New York City's business districts. **5.3.** _____ Whereas many of the nearby structures featured high towers emerging from heavy, block-like bases, Burnham's skyscraper rose directly up from street level, making a striking contrast against the lower buildings nearby. Apart from its shape, the thinness of the Flatiron also drew attention. These two characteristics of the building initially led to widespread doubts about its structural stability. These concerns were raised by experts who believed, wrongly as it turned out, that the combination of the building's distinctive features and height would make it prone to collapse.

Also, newspaper report authors complained about the potentially dangerous wind tunnel effect created by the building. A striking visual reference to this phenomenon can be found at the subway station near the Flatiron. **5.4.** _____ They are at varying distances from the ground, reflecting the different heights of the individuals who would have had them on their heads decades ago. Thus today's passengers are warned to prepare for the gusts of wind that will hit them once they emerge onto the street.

Na podstawie: www.history.com; untappedcities.com
Źródło: www.wallpaperflare.com

A. And the Flatiron's innovative design certainly suited that trend as the building, shaped like a perfect right triangle, was revolutionary in its own way.

B. Moreover, its popularity with photographers and artists has made it an enduring symbol of New York for more than a century.

C. His distinctive skyscraper filled this difficult building plot completely, but its design caused a lot of controversy.

D. Over a hundred mosaic hats decorate the walls inside, as a tribute to the people walking by the Flatiron in the past, whose hats would have been at risk of being blown away.

E. Yet the name never stuck, and neither did another one – Burnham's Folly, which reflected the public's negative attitude to Burnham's design.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–5)

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

Tekst 1.

RUN, JESSE, RUN!

Jesse slid out of bed.
“Where are you going, Jesse?” May Belle lifted herself up from the bed.
“Shush!” He warned. He knew Momma would be mad if they woke her up.
“Just over to the cow field,” he whispered.
“Are you going to run?”
“Maybe.”
Of course he was going to run. He had gotten up early every day all summer to run. He figured that if he worked at it, he could be the fastest runner in the fifth grade. He had to be the very best.
He tiptoed out of the house. The wooden floorboards creaked loudly whenever you put your foot down firmly, but if you tiptoed, they gave only a slight squeak, and he could usually get outdoors without waking Momma, Ellie, Brenda or Joyce Ann. May Belle was another matter. She was nearly seven, and she adored him, which was OK.
Once outside the house, Jesse headed for the yard and began to run. His arms and legs flew out in all directions. He had never learned to run properly, but he was long-legged for a ten-year-old, and no one had more strength and determination than he.
Lark Creek Elementary School was short on sports equipment, so all the balls went to the upper grades during the long break after lunch. The older boys took the centre of the field for their ball games, while the girls claimed the top section for jump rope and hanging around talking. So the lower-grade boys had started running.
One time last year Jesse had won a running race. Only once. But it had given him a taste for winning. Ever since he had been in first grade he had been that “crazy little kid that draws all the time.” But one drizzly Monday he ran ahead of them all. For the rest of that day, he had been “the fastest kid in the third, fourth, and fifth grades,” and he was only a fourth grader. The next day, Wayne Pettis had won again as usual. But this year Wayne Pettis would be in the sixth grade playing football and baseball with the rest of the big guys. So anybody had a chance to be the fastest runner, and this year it was going to be Jesse!
Jesse pumped his arms harder and bent his head towards the distant fence. He could hear the third-grade boys screaming him on. They would follow him around like a country-music star. And May Belle would be thrilled. Her brother was the fastest. Even his dad would be proud. May Belle would tell Daddy, so it wouldn’t look as though he, Jesse, wanted to boast. Maybe Dad would be so proud he would forget all about how tired he was from the long drive back and forth to Washington and the digging and carrying all day. He would get right down on the floor and wrestle, the way they used to. Old Dad would be surprised at how strong Jesse had become in the last couple of years.
His body was begging him to quit, but Jesse wouldn’t give up.

Na podstawie: onlinereadfreenovel.com

6.1. Jesse was careful to leave the house quietly because he

A. thought his youngest sister would start crying if she heard him.
B. was irritated by the noise of the floorboards creaking.
C. was worried he would wake up his mother.
D. knew May Belle was a very light sleeper.

6.2. Jesse had taken up running because he

A. no longer enjoyed drawing.
B. felt encouraged after coming first in a race.
C. thought his running style needed improvement.
D. realized his school had insufficient equipment for training other sports.

6.3. This year, Jesse felt confident of winning because

A. his father had been helping him train.
B. his main opponent would not be taking part.
C. he was popular with students in the higher grades.
D. the weather was going to be more favourable than last year.

Tekst 2.

THE BUSINESS OF RUNNING

In the spring of 1995 Brian Metzler graduated from university and began a career in sports journalism. He was also a keen amateur runner in need of some new running shoes. In order to obtain the best pair possible, he went to a specialist running store. There he was among his kind of people – runners talking about workouts, runs and the latest in sports shoe styling. Although he had other pressing financial needs, such as paying the rent for his apartment, he felt he had to buy a pair of running shoes. Not just any running shoes, but innovative ones with, for instance, impressive-looking air pockets in the heels. The price tag of $140 for such a spectacular pair was an amount he could only just afford. Metzler was willing to sacrifice the money in order to pursue his passion. However, having bought the expensive shoes he was disappointed to discover that although a lot of effort had gone into making them look good, they weren't actually very good for running in!

As a result of that purchase, it became clear to Metzler that the sports shoe industry tends to place a bigger emphasis on appearance than performance. During his subsequent career in journalism and continued involvement in amateur running this conviction only deepened and it eventually led to his 2019 book *Kicksology*, which was subtitled: "The Hype, Science, Culture and Cool of Running Shoes". It is a fascinating read, especially because Metzler's numerous sources in the international running shoe business enable him to give readers an insider view.

Metzler points out that in the running boom of the 1970s shoes were made to help runners race faster. But a decade later when a new generation of "hobby joggers" took up the sport, running shoe manufacturers began the trend of coolness that still continues. Running shoes are no longer about "just running". Rather, as Metzler sums it up, "they are a vehicle for self-expression, they are meant to feel good and make you feel good". But what is truly important, he adds, is that the hype, coolness and innovations don't actually matter "as long as you're running with passion".

Na podstawie: www.dailycamera.com

6.4. According to the text, Brian Metzler

A. tends to consider various opinions before buying running shoes.
B. used his experience of running a shoe business when writing his book.
C. is an author of a book which gives readers insights into the world of running shoes.
D. could easily afford to buy expensive running shoes when he started his career in journalism.

6.5. In the last paragraph, it is stated that

A. only high quality running shoes guarantee safety.
B. it is difficult to satisfy the tastes of present-day runners.
C. today what matters most to amateur runners is their speed.
D. the desire to run is more important than fashion or style.

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.

WHY DO THE BRITISH DRIVE ON THE LEFT?

The custom of driving on the left-hand side of the road goes back many hundreds of years, to the time when people wore swords when travelling. Everyone, **7.1.** _____ a knight or a peasant, had to be ready for an attack from those approaching from the opposite direction. As most people are right-handed, keeping to the left meant that you could easily use your weapon to defend yourself if necessary.

In the late 1700s in North America, huge wagons drawn by several pairs of horses became popular for transporting goods. They had no driver's seat, so **7.2.** _____ control the horses, the driver, who typically held his whip in his right hand, sat on the back left horse. Sitting on the left, however, made it difficult to judge the wagon's distance from passing traffic. The problem led to suggestions that the wagons should be kept to the right. Pennsylvania was the first American state **7.3.** _____ a keep-to-the-right law in 1792.

In Britain there wasn't much call for these massive wagons and the smaller British vehicles had a seat for the driver behind the horses. Traffic congestion in 18th-century London led to a law being introduced to make all traffic on London Bridge keep to the left. This rule **7.4.** _____ throughout the British Empire.

Nowadays, only 35% of the world's countries have left-hand driving regulations, and most of these are islands.

Na podstawie: www.historic-uk.com

7.1.

A. neither
B. whether
C. as well
D. such

7.2.

A. in spite of
B. in addition to
C. instead of
D. in order to

7.3.

A. to pass
B. to passing
C. on passing
D. to having passed

7.4.

A. had adopted
B. was adopting
C. was adopted
D. adopted

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 ortograficzna wpisywanych wyrazów.
<u>Uwaga:</u> dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

common	explain	know	maintain	offend	similar

KIWIS

Why are New Zealanders called Kiwis? Are they named after the fuzzy Chinese gooseberry also **8.1.** _____ as the kiwi fruit? Not at all. In fact, the word 'kiwi' originally referred to a bird which is native to New Zealand. The kiwi bird emblem was first seen on the badges of New Zealand soldiers in the 19th century.

It is no coincidence that the Chinese gooseberry, which flourishes in New Zealand, was renamed kiwi fruit. The reason is its striking **8.2.** _____ to the iconic bird – both are brown and fluffy.

Now, Kiwi is also a **8.3.** _____ used nickname for all New Zealanders.

It is absolutely OK to call a New Zealander a Kiwi. Some nicknames for people's nationalities may be considered **8.4.** _____ but Kiwi is not one of them, so you won't risk hurting anyone's feelings if you use it.

Na podstawie: exploringkiwis.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.). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.
<u>Uwaga:</u> nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać <u>maksymalnie pięć</u> wyrazów, wliczając w to wyraz już podany.

9.1. I regret not studying harder and, as a result, failing my exams.

HAD

I wish I _____ so that I wouldn't have failed my exams.

9.2. Please slow down! I'm falling behind because you are walking too fast.

KEEP

Please slow down! I can't _____ you because you are walking too fast.

9.3. My grandparents stayed with us for a week while their radiators were being replaced.

HAVING

My grandparents _____ so they stayed with us for a week.

9.4. We ought to book a table in advance because the restaurant is busy on Saturdays.

BETTER

_____ a table in advance because the restaurant is busy on Saturdays.

Zadanie 10. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz temat wybrany przez Ciebie. Zakreśl jego numer.

1. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat korzystania z samochodów elektrycznych – uwzględnij aspekty ekonomiczny i ekologiczny.

2. Napisz **list** do gazety, w którym uzasadnisz, dlaczego reklamowanie słodyczy skierowane do dzieci powinno być zakazane, oraz przedstawisz swoją propozycję akcji promującej zdrowe odżywianie.

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*)

JĘZYK ANGIELSKI
Poziom rozszerzony
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