

**Miejsce
na naklejkę
z kodem szkoły**

dysleksja



MJA-R1A1P-052

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

Arkusz II

POZIOM ROZSZERZONY

Czas pracy 70 minut

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 9 stron. Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 25 minut i jest nagrana na płycie CD.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora.
5. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL. Zamaluj ☐ pola odpowiadające cyfrom numeru PESEL. Błędne zaznaczenie otocz kółkiem ☒ i zaznacz właściwe.
6. Postępuj podobnie, zaznaczając odpowiedzi na karcie. Tylko odpowiedzi zaznaczone na karcie będą oceniane.

Życzymy powodzenia!

ARKUSZ II

**MAJ
ROK 2005**

Za rozwiązanie
wszystkich zadań
można otrzymać
łącznie
27 punktów

**Wypełnia zdający przed
rozpoczęciem pracy**

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PESEL ZDAJĄCEGO

tylko

**OKE Kraków,
OKE Wrocław**

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**KOD
ZDAJĄCEGO**

ROZUMIENIE ZE SŁUCHU**Zadanie 8. (9 pkt)**

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie nagranie dwóch informacji radiowych nadanych przez młodzieżową rozgłośnię w Londynie. Zdecyduj, które zdania są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem (X) odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Information 1

		TRUE	FALSE
8.1.	Rex Chester invested £ 500,000 in a paint manufacturing company.		
8.2.	The programme is aimed at reducing the number of divorces.		
8.3.	The new teaching programme is being introduced in churches.		
8.4.	Pupils take part in the programme if they want to.		

Information 2

		TRUE	FALSE
8.5.	Harrison Ford will play a part in a film about a Russian pilot.		
8.6.	Marlon Brando earned more for his part in "Superman" than Ford will.		
8.7.	Ford went to Moscow to learn more about his part.		
8.8.	The film will be made in four different countries.		
8.9.	Ford accepted Lucas's offer of \$515 a week.		

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!**Zadanie 9. (6 pkt)**

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie wypowiedzi czterech osób. Na podstawie informacji zawartych w tekście, z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

SPEAKER 1

9.1. She encourages parents to speak to their children about drugs because

- A. otherwise children may be falsely accused.
- B. children should know their parents will help them in need.
- C. children may feel alienated.
- D. conversation is easier before any problems arise.

9.2. During conversation with their child parents should

- A. allow the child to speak.
- B. not make any comments at all.
- C. evaluate everything the child says.
- D. talk for a long time.

SPEAKER 2

9.3. Teenagers who refrain from taking drugs do so because they are afraid of

- A. going to jail.
- B. getting thrown out of school.
- C. letting their parents down.
- D. talking to their parents.

SPEAKER 3

9.4. If parents don't want their children to take drugs, they

- A. should follow others' example.
- B. shouldn't be physically weak.
- C. should be spiritually weak.
- D. shouldn't do it themselves.

SPEAKER 4

9.5. The speaker used to

- A. take various drugs in the '60s.
- B. have problems with drinking.
- C. give lessons to his children.
- D. be sensitive to hypocrisy.

9.6. Nowadays he

- A. disapproves of penalising marijuana users.
- B. fights against liquor and tobacco lobbies.
- C. prefers smoking to alcohol.
- D. strongly supports marijuana users.

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

**ROZUMIENIE TEKSTU CZYTANEGO I ROZPOZNAWANIE
STRUKTUR LEKSYKALNO-GRAMATYCZNYCH****Zadanie 10. (5 pkt)**

Przeczytaj poniższy tekst, z którego usunięto pięć zdań. Wstaw zdania oznaczone literami A-F w luki 10.1.-10.5., tak aby powstał spójny i logiczny tekst. Jedno zdanie nie pasuje do żadnej luki. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

BODY SUFFERS AGEING SYMPTOMS WITH TOO LITTLE SLEEP

Sacrificing sleep to longer working hours and nights on the town could bring about changes in the body similar to ageing, according to new medical research.

10.1. _____ Although the study was small - 11 young men aged between 18 and 27 took part - it found "striking changes" in the way their bodies functioned.

Chicago-based scientists found that successive nights of four hours' sleep affected the metabolism and hormonal functioning of the body. These changes "resemble some of the hallmarks of ageing". The scientists suggest that chronic sleep loss could increase the severity of age-related diseases such as diabetes and high blood pressure. **10.2.** _____ Their volunteers biologically performed better when they had slept for more than eight hours. Scientists from the department of medicine at the university of Chicago notice that it has become common for people to cut back on their sleep. **10.3.** _____ Many shift workers sleep an average of five hours a night on working days. The 11 young men slept eight hours a night for three nights, then four hours for six nights and then spent 12 hours a night in bed for a further week to recover from the sleep debt. **10.4.** _____ "Less than one week of sleep curtailment in healthy young people is associated with striking changes in metabolic and hormonal function," the scientists say. Sleep debt "could have long-term negative effects on health. We suspect that chronic sleep loss may not only speed up the onset but could also increase the severity of age-related diseases such as diabetes, high blood pressure, obesity and memory loss."

Tests showed that the volunteers underwent profound changes in glucose metabolism during sleep deprivation, in some cases resembling patients with diabetes. **10.5.** _____ Their ability to produce and respond to insulin fell by about 30%. A similar decrease in insulin response is an early warning of diabetes. Sleep deprivation also increased blood levels of the stress hormone cortisol, which is typical of much older people. All these abnormalities faded away during the recovery period, when the volunteers spent 12 hours in bed.

Adapted from: The Guardian, October 22, 1999

- A. What is considered as normal average sleep duration has decreased from about nine hours a night in 1910 to about 7.5 hours now.
- B. At the peak of sleep loss they took 40% longer than normal to regulate their blood sugar levels after a high carbohydrate meal.
- C. However, most of the volunteers enjoyed participating in the research and did not complain.
- D. The six nights of little sleep had a noticeable effect on their bodies.
- E. They also suggest that young, healthy adults may need more than the standard night's sleep.
- F. A study of the effects on the body of the sort of sleep-debt that is increasingly common at the end of the 20th century has had startling results.

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

Zadanie 11. (4 pkt)

Przeczytaj poniższy artykuł. Na podstawie informacji zawartych w tekście, z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości zakreślając literę A, B, C lub D.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

CLIMBERS ON ALPINE RIDGE RESCUED BY TEXT MESSAGE

Two British climbers who were stranded on a Swiss mountain in a blizzard for three days were rescued by helicopter yesterday after texting an SOS message from a mobile phone to a friend in London. Rachel Kelsey, 34, and her partner, Jeremy Colenso, 33, were lifted to safety from a snowy ridge by a mountain rescue team after surviving two nights in sub-zero temperatures with little food or shelter.

The pair, who are both experienced climbers, had been huddled behind a large rock on an exposed, narrow, granite ledge since Saturday after bad weather closed in as they descended from the summit of Piz Badile near Lake Como in the Swiss Alps. As half a metre of snow fell around them and a fierce electric storm began, their descent had become impossible and they were forced to stop 3,000 metres up and wait until the weather improved or help could be called.

The alarm was raised by a London-based freelance photographer, Avery Cunliffe, after he received a desperate text message from his friends at 5 a.m. on Saturday morning asking for help and providing details of their whereabouts. Mr Cunliffe, also a keen climber, immediately contacted the rescue services in Geneva but bad weather prevented them from reaching the stranded couple until 8.15 a.m. yesterday.

Speaking after her ordeal Ms Kelsey, a qualified climbing instructor, said the situation had become critical by dawn yesterday and the couple had feared they might not be able to survive another night exposed to the extreme cold temperatures. "It was about minus -15°C for a lot of the time and incredibly damp with biting winds and snow. We had rationed our food but that was running out and we had eaten just two peanuts each in 12 hours," she said.

Ms Kelsey, who was born in South Africa, said she and Mr Colenso had prepared carefully for the expedition, which was supposed to have taken around 18 hours. "We had checked the weather forecast for a week before we set out and checked it again at the base. It was very good. Unfortunately a severe storm came in out of nowhere as we were coming down from the top. It was a huge electric storm - like nothing I have ever seen. The hair on our arms was standing on end and as the lightning struck, our head-torches would go off. We were concerned because of the metal equipment and we were attached to ropes, which can act

as electricity conductors. The snow fell to levels about half a metre thick. We reached the only place where you can shelter for the night behind a large rock about half a metre wide by a metre high. We had a lightweight shelter for protection and we dug away the snow for a bit more cover. We realised it was impossible to descend any further so I texted five friends who I thought would be able to get in touch with the Swiss mountain rescue - that was about 1.30 a.m. in the morning. Then, about four hours later, Avery texted me back saying: 'I'm on the case'."

Adapted from: The Guardian, October 7, 2003

11.1. The weather conditions

- A. changed unexpectedly during the climbers' expedition.
- B. were bad when the climbers set out.
- C. could have been predicted.
- D. prevented the climbers from alerting the rescue team.

11.2. Avery Cunliff

- A. read the SOS message at 8.15 a.m.
- B. informed the climbers that he was trying to help them.
- C. got the SOS message by accident.
- D. doesn't know much about climbing.

11.3. The two climbers

- A. didn't prepare their expedition very carefully.
- B. come from South Africa.
- C. knew a lot about climbing.
- D. contacted rescue services by mobile.

11.4. The text is

- A. an account of a tragic rescue operation.
- B. a description of a dangerous climbing adventure.
- C. a report on weather conditions in the Swiss Alps.
- D. an article on the usefulness of mobile phones.

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

Zadanie 12. (3 pkt)

Przeczytaj drugą część tekstu. Uzupełnij luki 12.1.-12.6. wyrazami podanymi pod tekstem, tak aby był on logiczny i gramatycznie poprawny. Zaznacz jedną z czterech możliwości zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

"We started getting messages from the rescue team saying they could not 12.1. _____ because the weather was so severe, but telling us to be strong. The conditions were incredibly cold. Every 20 minutes for over 36 hours we rubbed our fingers and toes for 15 minutes to make sure we didn't get frostbite. The doctors were amazed at 12.2. _____ unscathed we were when we finally got down. After the first night, we saw the rescue helicopter fly overhead, but they sent us a message saying the conditions were too bad to come 12.3. _____ closer. The next text said they would try again in the morning. By this point we knew if they 12.4. _____ us then, we had 12.5. _____ chance of surviving. We didn't need to talk about it. You just need to look into someone's eyes and you know 12.6. _____ understand the seriousness of the situation as well as you do. It was such a relief when they finally reached us."

Ms Kelsey said she and Mr Colenso were now looking forward to a hot bath and a decent meal but they were first going to buy the rescue team a bottle of whisky.

Adapted from: The Guardian, October 7, 2003

12.1.

- A. take up
- B. take off
- C. take on
- D. take away

12.2.

- A. how
- B. very
- C. that
- D. why

12.3.

- A. many
- B. too
- C. enough
- D. any

12.4.

- A. hadn't reached
- B. don't reach
- C. didn't reach
- D. wouldn't reach

12.5.

- A. few
- B. little
- C. any
- D. none

12.6.

- A. they
- B. he
- C. we
- D. you

PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!

Miejsce
na naklejkę
z kodem szkoły

dysleksja

☐

MJA-R2A1P-052

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

Arkusz III

POZIOM ROZSZERZONY

Czas pracy 110 minut

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 6 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 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.

Życzymy powodzenia!

ARKUSZ III

MAJ
ROK 2005

Za rozwiązanie
wszystkich zadań
można otrzymać
łącznie
23 punkty

Wypełnia zdający przed
rozpoczęciem pracy

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PESEL ZDAJĄCEGO

tylko
OKE Kraków,
OKE Wrocław

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KOD
ZDAJĄCEGO

STOSOWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH**Zadanie 13. (5 pkt)**

Uzupełnij poniższy tekst, wpisując w pozostawione luki albo jeden wyraz albo właściwą formę czasownika podanego w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów i form. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

PUPILS MISS FREE BUS BY 200 YARDS

An education authority has told parents that their children no longer qualify for free travel after officials measured the distance from their homes and discovered the school's back gate was 200 yards closer than the front gate.

The school was previously calculated to be just beyond a three-mile limit, enabling parents

13.1. at Titchfield Park, Hants, to qualify for free bus passes for their children. Hampshire County Council sent officers **13.2.** confirm the distance.

They discovered that, **13.3.** the children used the back gate, it was just under the three-mile statutory limit. Parents have now been told **13.4.** must pay

£400 a year to continue using the bus service or else the pupils must walk or **13.5.** (DRIVE) to reach Henry Court Community School,

Fareham. The decision has outraged the 17 families of the 22 children who **13.6.** (USE) the service for the last 3 years. They say their

children now have to walk across fields or alongside busy roads. Joyce Reilly, a nurse **13.7.** son Stuart, 13, is affected by the ruling, said: "If nothing changes, we

13.8. (TRY) to pool our resources and help

13.9. other out. But it is going to be impossible for some to get to work

13.10. time." Andy Barncastle, manager of the council's passenger transport operations, said: "The three-mile limit is part of legislation and has to fall somewhere."

Adapted from: www.telegraph.co.uk, 10/10/2003

eduarkusze.pl

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