



**CENTRALNA
KOMISJA
EGZAMINACYJNA**

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

Układ graficzny © CKE 2013

UZUPEŁNIA ZDAJĄCY

KOD

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PESEL

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*Miejsce
na naklejkę
z kodem*

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dysleksja

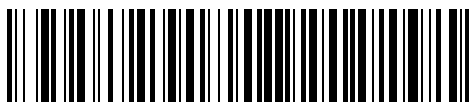
**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO**

POZIOM ROZSZERZONY

CZĘŚĆ I

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 7 stron (zadania 1 – 3). 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 będą oceniane.
5. Na tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
6. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.



6 MAJA 2015

**Godzina rozpoczęcia:
14:00**

**Czas pracy:
120 minut**

**Liczba punktów
do uzyskania: 23**

MJA-R1_1P-152

STOSOWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

Zadanie 1. (2,5 pkt)

Uzupełnij każdą lukę (1.1.–1.5.) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.

ROUTE 66

Route 66, also colloquially known as the Main Street of America, was one of the first highways in the US. On maps, it starts in Chicago and ends about 2,400 miles further, in Santa Monica. But as an idea, Route 66 runs through the heart of American pop culture. Synonymous with the adventure of the open road, it has become virtually

1.1. (MORTAL) _____ in songs, on TV, in books, and in movies.

Route 66 served as a major path for those who migrated west. People doing business along the route became prosperous due to the growing **1.2. (POPULAR)** _____ of the highway. Nowadays, these old businesses line the old route and are part of its appeal. It's one of the most **1.3. (CHARACTER)** _____ features of this road. "It's America the way it used to be," says David Listokin, a professor at Rutgers University. "The restaurants and shops are **1.4. (INDIVIDUAL)** _____ owned, so people can speak to the proprietors. Not like in chain stores."

The road is no longer a highway and there are faster ways to get from Chicago to Santa Monica but many **1.5. (TRAVEL)** _____ still prefer to explore the small towns by sticking to the old road.

adapted from www.cnbc.com

Zadanie 2. (2,5 pkt)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (2.1.–2.5.). W każdą lukę można wpisać od 2 do 6 wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

Uwaga: nie zmieniaj formy podanych wyrazów.

Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.

2.1. I don't like you interrupting me while I'm on the phone.

WISH

I _____ while I'm on the phone.

2.2. The expedition was put off because there weren't enough people interested.

SO

There _____ that the expedition had to be put off.

2.3. How long has she been performing on Broadway?

START

How long _____ performing on Broadway?

2.4. When I think about my school days, I realize how carefree my life used to be.

LOOK

When I _____ on my school days, I realize how carefree my life used to be.

2.5. Don't call him now – I'm sure he is resting after that sleepless night.

MUST

Don't call him now – he _____ after that sleepless night.

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

- Uwaga: jeśli praca będzie zawierać więcej niż 300 słów, otrzymasz za jej kompozycję 0 punktów.**

CZYSTOPIŚ

[illegible]

Liczba wyrazów w pracy		
Liczba błędów językowych		
Liczba błędów ort.	x 0,5=	
Liczba błędów inter.	x 0,5=	
Suma błędów		
Procent błędów		

	TREŚĆ			KOMPOZYCJA			BOGACTWO JĘZYKOWE			POPRAWNOŚĆ JĘZYKOWA			RAZEM
Poziom	A	B	C	A	B	C	A	B	C	A	B	C	
Liczba punktów	5	4-3-2	1-0	4	3-2	1-0	5	4-3-2	1-0	4	3-2	1-0	

BRUDNOPIS (*nie podlega ocenie*)



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**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO**

POZIOM ROZSZERZONY

CZĘŚĆ II

6 MAJA 2015

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 7 stron (zadania 4 – 9). 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, a błędne zapisy wyraźnie przekreśl.
5. Na tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
6. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem ○ i zaznacz właściwe.
7. Tylko odpowiedzi zaznaczone na karcie będą oceniane.

**Czas pracy:
70 minut**

**Liczba punktów
do uzyskania: 27**



MJA-R2_1P-152

ROZUMIENIE SŁUCHANEGO TEKSTU

Zadanie 4. (5 pkt)

Usłyszysz dwukrotnie rozmowę na temat trąb powietrznych. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

		T	F
4.1.	It's easy for storm chasers to predict in what direction a tornado will proceed.		
4.2.	Warren has made notes on every tornado he has witnessed.		
4.3.	Warren's initial fear of tornadoes has turned into respect over the years.		
4.4.	Scientists' experiments with lasers have not produced reliable results yet.		
4.5.	In the interview, Warren advises listeners what specific precautions should be taken when a tornado approaches.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (5 pkt)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z restauracjami. Do każdej wypowiedzi (5.1.–5.5.) dopasuj właściwy nagłówek (A–F). Wpisz rozwiązania do tabeli.

Uwaga: jeden nagłówek został podany dodatkowo i nie pasuje do żadnej wypowiedzi.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. OFF-DUTY HELP
- B. AN UNSUCCESSFUL ATTEMPT TO SHOW OFF
- C. SMALL KIDS NOT ALLOWED IN A RESTAURANT
- D. MISBEHAVIOUR DRIVES A CUSTOMER OUT
- E. A CUSTOMER'S UNEXPECTED GENEROSITY
- F. FALSE ALARM LEADS TO DISHONESTY

5.1.	
5.2.	
5.3.	
5.4.	
5.5.	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (5 pkt)

Usłyszysz dwukrotnie wypowiedź osoby biorącej udział w maratonach. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

6.1. Which is TRUE about the London Marathon?

- A. Some competitors advertise the charities they work for.
- B. Not everyone who applies gets the chance to run in it.
- C. There are lotteries organised for the spectators.
- D. Film stars are hired to promote it.

6.2. The speaker runs marathons in extreme conditions because

- A. he enjoys the challenge.
- B. he has a greater chance of winning.
- C. the media are more interested in them.
- D. they attract more spectators on the route.

6.3. The 80-year-old man taking part in the marathon

- A. behaved in an arrogant way.
- B. needed assistance to finish the race.
- C. approached the speaker after the race.
- D. performed much better than the speaker.

6.4. During a marathon, the speaker

- A. monitors his pulse regularly.
- B. tries to take the lead at the start.
- C. keeps his head in the recommended position.
- D. wants to overtake as many runners as possible.

6.5. The speaker wants to

- A. present the winners of the marathons he ran.
- B. instruct listeners on how to organise a marathon.
- C. encourage participation in different charity events.
- D. share his experience of being a long-distance runner.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU I ROZPOZNAWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

Zadanie 7. (5 pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.

Zakreśl literę A, B, C albo D.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

MYSTERIOUS CASE

Among the passengers travelling home by train from Florence there was a certain Miss Bradley. I only noticed her when passing down the corridor because of her remarkable plainness. She was about thirty-five, awkward, with a big red nose, and large spectacles. Later on, when I went to the dining car, Miss Bradley was already seated, and the attendant placed me opposite her. I think we may have exchanged half a dozen words at dinner, when passing each other the sugar or the bread. So when we left the dining car, I didn't regret saying goodbye to Miss Bradley.

Finally, we reached the station in Calais. There were plenty of porters, and I called one without difficulty. As I got off, I saw Miss Bradley standing on the platform with two large very old suitcases. The porters were passing her by pretending not to see her. I am quite sure that had she been an even slightly attractive woman, I shouldn't have gone up to her, but she was so plain, and looked so helpless and totally lost that I said, "Would you like my porter to take your cases too?" Miss Bradley looked at me. "Oh – thank you. You're so kind."

In a few minutes we found ourselves on board the Channel ferry. Before the boat had been under way for ten minutes, I realised that Miss Bradley was a remarkable bore. She kept on talking about nothing, and made no remark worth taking notice of. I learned that she'd been in Italy a fortnight, visiting her sister who had got married to an Italian the previous year. She had never been out of England before. The usually brief Channel crossing began to drag on.

I didn't look forward to travelling to London with her for another four hours, so excusing myself I went to the booking office on board the boat and booked myself a seat on the Golden Arrow. Miss Bradley was taking a different train, so this would mean that we'd part at Dover.

Normally, passengers for the Golden Arrow are dealt with by customs first, as the train leaves twenty minutes before the regular train service. I hired a boy to carry our luggage. When he asked if we were going on the Golden Arrow, I said "Yes". It was too difficult to explain that one of us was and the other wasn't. Walking towards the Customs Hall, I explained carefully to Miss Bradley that my train left before hers, but that I would see her through customs; the boy would then take the luggage to our trains, and she could sit comfortably in hers till it left.

The boy put our suitcases together on the counter. In due course the customs officers reached us, looked at the four suitcases in that human X-ray manner which customs officers must practise night and day, and said, "This is all yours?"

Miss Bradley nodded, and I replied, "Well – mine and this lady's."

"Yes," said the man. "But are you travelling together? Is this your joint luggage?"

"Well, not exactly. We're just sharing a porter."

I pointed my cases out and said I had nothing to declare. Without asking me to open them, the officer marked the cases. Then, instead of dealing with Miss Bradley's luggage, he moved to somebody else's luggage. I hesitated for a moment, but then decided it was no use waiting for Miss Bradley since we were about to part, so I said, "Well, I'll say good-bye now, and go and find my train. The boy will stay and bring our luggage up to the trains when you're through."

Miss Bradley looked a little pale. "Oh... well, thank you," she said impassively. I found my seat on the Golden Arrow and began to read. About twenty minutes later, I suddenly realised the train was due to leave in five minutes and the porter had not yet brought my luggage. Just then he appeared with my suitcases, breathing heavily.

"The lady's still there," he said, "so I thought maybe you wouldn't want me to wait."

"But why?"

"They are going through her things properly. They'd found forty watches before I left, and that was only the start."

I understood then that when I saw Miss Bradley standing on the platform at Calais, looking half-lost, half-miserable, she'd already plotted the entire scheme. I just wasn't sure whether she'd chosen me as the person to come to her rescue or whether she was plain certain that somebody would.

adapted from A Custom House Incident by Nigel Balchin

7.1. Which is TRUE about the narrator's journey from Florence to Calais?

- A. He spent the whole journey in the company of Miss Bradley.
- B. He didn't object to being seated at a table with Miss Bradley.
- C. He found Miss Bradley to be a very attractive woman.
- D. He enjoyed having a conversation with Miss Bradley.

7.2. When the narrator and Miss Bradley got off at Calais,

- A. Miss Bradley insisted that the narrator should help her.
- B. the narrator offered to act as a porter for Miss Bradley.
- C. there were not enough porters to serve the passengers.
- D. Miss Bradley seemed to feel disoriented.

7.3. While they were crossing the Channel, the narrator

- A. was glad he had booked a Golden Arrow seat before boarding the ferry.
- B. learned Miss Bradley was returning from her sister's wedding.
- C. was surprised to learn that the crossing would take longer.
- D. took steps to avoid travelling further with Miss Bradley.

7.4. What happened in the Customs Hall in Dover?

- A. The narrator decided to go through customs with Miss Bradley.
- B. Miss Bradley asked the narrator to look after her belongings.
- C. The narrator left Miss Bradley to carry her luggage herself.
- D. All the suitcases had to be opened by customs officers.

7.5. At the end of the story, the narrator

- A. seems grateful that Miss Bradley joined him in Calais.
- B. realises Miss Bradley was not as helpless as he had thought.
- C. regrets having left Miss Bradley without helping her more.
- D. feels ashamed of what happened to Miss Bradley.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (4 pkt)

Przeczytaj tekst, z którego usunięto cztery zdania. Dobierz brakujące zdania, tak aby otrzymać logiczny i spójny tekst. W każdą lukę (8.1.–8.4.) wpisz literę, którą oznaczone jest brakujące zdanie (A–E). Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

OFFICER'S KINDNESS WARMS HEARTS

On a cold November night in Times Square, Officer Lawrence DePrimo encountered an older, barefooted homeless man. The officer disappeared for a moment, then returned with a new pair of boots, and knelt to help the man put them on. **8.1.** ____ A snapshot taken with her cellphone on November 14 and posted to the New York Police Department's official Facebook page made Officer DePrimo an overnight Internet hero. Almost immediately thousands of people commented on this event on Facebook. **8.2.** ____ Many debated whether the policeman's actions were representative of police officers in general, or were just exceptional.

The photo was taken by Jennifer Foster from Arizona. After returning from vacation, she wrote an e-mail to the New York Police Department, in which she described what she had witnessed. She said the moment resonated for personal reasons. **8.3.** ____ She said he had squatted down, exactly like the officer in the picture. She never expected the picture to end up online but when a department official e-mailed her and asked if she would send along the photo so it could be posted on their Facebook page, she agreed.

Officer DePrimo, 25, who joined the department in 2010 and lives with his parents on Long Island, was shocked at the attention. As for the man he helped, Officer DePrimo never got his name, and he could not be located. **8.4.** ____ He added that as soon as he put them on the homeless man's feet, he got up and went on his way not even looking back.

adapted from www.nytimes.com

- A.** She remembered as a young girl seeing her father, a 32-year veteran of the Phoenix police force, buy food for a homeless man.
- B.** She is normally assigned to the Sixth Precinct in the West Village and she happened to be walking past the homeless man and the officer.
- C.** The act of kindness would have gone unnoticed, had it not been for a tourist from Arizona.
- D.** Most of them praised Officer DePrimo, yet some suspected that the photograph had been staged.
- E.** The officer said the homeless man was the most polite gentleman he had met, and that the man's face lit up at the sight of the boots.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (3 pkt)

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

Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.

NEW EXPERIENCE HOLIDAYS

In recent years coasteering **9.1.** _____ one of the leading holiday activities in England, Scotland and Wales. But what is it all about?

Coasteering is an adventure activity that takes place around the rocky coastline. Doing it **9.2.** _____ wearing a full body wetsuit, white-water helmet and suitable footwear.

Coasteering is practised along the base of sea cliffs, and presents a perfect **9.3.** _____ to explore caves and different rock formations created by the sea or experience the rise and fall of the ocean waves. Its scariest element is climbing cliffs in order to jump from them into deep water. The cliffs **9.4.** _____ from one to ten metres in height.

Coasteering is an extreme activity that can involve high risk depending on the sea and weather conditions, location and the participants' fitness levels. Therefore, it should only be practised in the presence of a trained guide. There should be one guide **9.5.** _____ every seven participants. Of course, if the sea conditions are more adverse than usual, or the group's needs are greater, the number of guides should **9.6.** _____. And the guides must make sure that everybody understands and accepts all the safety procedures before entering the water.

adapted from www.britishcoasteeringfederation.co.uk

9.1.

- A. would become
- B. had become
- C. was becoming
- D. has become

9.2.

- A. forces
- B. requires
- C. needs
- D. requests

9.3.

- A. offer
- B. opportunity
- C. suggestion
- D. proposal

9.4.

- A. range
- B. spread
- C. differentiate
- D. shift

9.5.

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

9.6.

- A. have increased
- B. be increased
- C. be increasing
- D. have been increased

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!