

WPISUJE ZDAJĄCY

KOD			PESEL									

*miejsce
na naklejkę*☐ dysleksja**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO
POZIOM ROZSZERZONY****PRZYKŁADOWY ARKUSZ EGZAMINACYJNY**DATA: **18 grudnia 2014 r.**CZAS PRACY: **150 minut**LICZBA PUNKTÓW DO UZYSKANIA: **50****Instrukcja dla zdającego**

1. Sprawdź, czy arkusz egzaminacyjny zawiera 14 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.

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. What is Professor Smith going to talk about?

- A. The ornamental use of trees in Britain.
- B. The natural environment in which trees grow best.
- C. The threat to the survival of a certain type of tree.

Tekst 2.

1.2. The man and the woman

- A. are negotiating a discount on a bill in a café.
- B. are arguing about the price of a service.
- C. are discussing the quality of art.

Tekst 3.

1.3. Presenting *Tiger Territory*, the speaker

- A. describes how the facility for tigers reflects their natural habitat.
- B. emphasizes the need to make tigers more accessible to tourists.
- C. questions the educational value of the new zoo attraction.

Zadanie 2. (0–4)

Usłyszysz dwukrotnie wypowiedzi czterech osób na temat pewnego rodzaju sztuki ulicznej. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker thinks that

- A. both tagging and advertising should be forbidden.
- B. tagging might trigger more crime in the area.
- C. tagging might be a way to develop the artistic skills of teenagers.
- D. taggers should do community service as compensation for their activity.
- E. penalising tagging and graffiti should be better differentiated by law.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–5)

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

3.1. Adele and Dan Wilson started to work together

- A. in response to Adele's initiative.
- B. following somebody's suggestion.
- C. after Dan heard her singing in a duet.
- D. after their chance meeting at Harmony Studio.

3.2. Which sentence is TRUE about the process of writing the song?

- A. Dan suggested minor modifications to Adele's lyrics.
- B. Adele insisted on changing the melody for one line.
- C. Dan came up with a great opening line for the song.
- D. Adele came to the studio with complete lyrics.

3.3. What annoyed Dan was that Adele

- A. got away before the demo was completed.
- B. was late for the session on the second day.
- C. played the unfinished song to her manager.
- D. burst out crying during the recording.

3.4. Dan found it surprising that

- A. people's reactions to the song were so similar.
- B. the music company wanted to add a choir to the song.
- C. Adele's mother took the manager's words so seriously.
- D. the strings made people react so emotionally to the song.

3.5. Answering the last question, Dan

- A. mentions one particular difficulty in writing the song.
- B. explains why Adele insisted on recording the song once again.
- C. describes his feelings after listening to the song for the first time.
- D. recalls their effort to find the best way for Adele to sing the song.

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. Uwaga: jedna część tekstu pasuje do dwóch pytań.

In which paragraph does the author		
4.1.	suggest that working without getting paid might be beneficial?	
4.2.	mention forms of financial support for university graduates?	
4.3.	quote the number of jobless people in the country?	
4.4.	refer to a predicted drop in the employment of university leavers in financial institutions?	

LIFE IN THE HARSH JOB MARKET

- A. A report by the Chartered Institute of Personnel and Development (CIPD) suggests that nearly half of all firms won't be looking to hire university graduates or school-leavers in the months ahead. The CIPD found that only one in five companies planned to hire 16-year-olds due to leave school. The total unemployment rate in the UK has risen steeply in recent months. It now stands at above two million for the first time in years. This means financial problems and stiffer competition for jobs. Consequently, young people – who generally enter the job market with little or no work experience – may find it even harder to convince employers to take them on.
- B. Graduates and school-leavers will undoubtedly have to work harder to get themselves into employment. Of those who graduated last year, 5.5% were believed to be unemployed six months later. A study by graduate recruitment researchers *High Fliers* found that private banking, investment funds and insurance companies were particularly badly affected by the recession. In recent years this sector was a key growth area for jobs, but this year graduate recruitment is expected to halve. However, there are countries round the world not hit by recession, which might offer employment opportunities or a chance to gain valuable experience through voluntary work. So graduates and school-leavers shouldn't constrain themselves to thinking only about the UK.
- C. The Department for Innovation, Universities and Skills (*DIUS*) has issued a 'Life after Graduation' booklet addressed to all graduates in England. It offers plenty of information on a range of options such as teaching, further study and volunteering. Apart from grants, already available for young people, *DIUS* is increasing the number of career development loans on offer. The department has also set up a "graduate talent pool" which will link employers with graduates.

adapted from www.news.bbc.co.uk

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–4)

Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w luki 5.1.–5.4. litery, którymi oznaczono brakujące fragmenty (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

MISSING DRIVER

McAra had caught the last ferry from Woods Hole, Massachusetts, to Martha's Vineyard two Sundays earlier. I worked out afterwards it must have been January the twelfth. It was uncertain whether the ferry would sail at all. A gale had been blowing since mid-afternoon and the last few crossings had been cancelled. **5.1.** ____ He parked below deck and then went upstairs to get some air. No one saw him alive again.

The crossing to the island usually takes forty-five minutes, but on this particular night the weather slowed the voyage considerably. It was nearly eleven when the ferry made land at Vineyard Haven and the cars started up – all except one: a brand new tan-coloured Ford Escape SUV. **5.2.** ____ When he still didn't show up, the crew tried the doors, which turned out to be unlocked, and freewheeled the big Ford out of the ferry. Afterwards they searched the ship with care: stairwells, bar, toilets, even the lifeboats but there was no trace of the driver. **5.3.** ____ That was when an official of the Massachusetts Steamship Authority finally contacted the Coast Guard station in Falmouth to report a possible man overboard.

A police check on the Ford's licence plate revealed it to be registered to one Martin S. Rhinehart of New York City, although Mr. Rhinehart was eventually tracked down to his ranch in California. When the police called him there, he admitted that the Ford belonged to him. He kept it at his house on Martha's Vineyard for the use of himself and his guests in the summer. He also confirmed that, despite the time of year, a group of guests were staying there at the moment. **5.4.** ____ Half an hour later she rang back to say that someone was indeed missing, a person by the name of McAra.

adapted from The Ghost by Robert Harris

- A. The captain made a loudspeaker appeal for the owner to return to his vehicle, as he was blocking the drivers behind him.
- B. There was nothing now that could be done until first light, so he decided to leave the ferry and wait in the bar.
- C. He said he would get his assistant to call the house and find out if any of them had borrowed the car.
- D. They called the terminal at Woods Hole to check if anyone had disembarked before the boat sailed or had perhaps been accidentally left behind – again: nothing.
- E. But towards nine o'clock the wind eased slightly and the master decided it was safe to set off. The boat was crowded; McAra was lucky to get a space for his car.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–5)

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

Tekst 1.

CLIMBING SKYSCRAPERS

“I couldn’t get here sooner, Peak,” Mom said. “With the twins, and the attorneys, and...”

“Never mind,” I interrupted.

Juvenile Detention Center was an hour-and-a-half drive from our house. In addition to everything else, Mom worked full-time at the bookstore she owned. Still, I would have liked to have seen her sooner. She walked over to me and looked at the stitches on my face.

“Ugly,” she said.

“Thanks.”

She started pacing.

“How are the twins?”

“They haven’t stopped crying since you got arrested.”

I felt as if someone had punched me in the stomach. It was one thing to upset my mom, but I didn’t like upsetting Patrice and Paula. “Two peas in a pod,” as Mom and Rolf (my stepfather) called them.

“You’ve really done it this time, Peak. Six skyscrapers! They’re going to get you. Rolf got your first trial in the court delayed, and tried for a second delay hoping that the publicity would die down, but after last night that’s all in the media.”

“Wait,” I said. “What happened last night?”

“You didn’t hear?”

I shook my head.

“A boy fell from the Flatiron Building. He’s in hospital.”

I stared at her.

“What does that have...”

“To do with you?” she yelled. “It’s because of you, Peak. The boy had all your news articles pinned up in his bedroom. He’d never been climbing in his entire life, which explains why he only made it up seventy-five feet. But the fall was enough to nearly kill him, and enough to keep you in jail for the next three years.”

“What do you mean ‘three years’?”

“That’s when you’ll be eighteen.”

I started pacing now. All I did was climb the Woolworth Building. I didn’t boast about it or post it on the Internet. It was only my way of ... Well, I didn’t know exactly why I had done it. I was sorry for the other kid, but it wasn’t my fault.

“Did you tell Dad?” I asked, meaning my real dad, not Rolf.

This made her laugh harshly.

“He’s in Nepal. I left him a message with a Sherpa who barely spoke a word of English.”

She took a deep breath.

“Look, I’ve got to go. Rolf and I are meeting with the attorneys.”

“Attorneys?” I hoped Rolf would be my attorney.

“Two of them. Rolf can’t represent you. He’s your stepfather. Conflict of interest.”

“Do you think...?”

Her whole demeanor changed when she noticed how scared I was. She softened and her eyes filled with tears.

“I hope so, Peak,” she said quietly. “But I’m not optimistic. The city wants to make an example out of you.” She turned away and wiped her eyes.

adapted from Peak by Roland Smith

6.1. How did Peak feel about his mother’s visit?

- A. He wished she had visited him earlier.
- B. He didn’t want her to see him in detention.
- C. He was irritated by her unfair comments.
- D. He was angry she hadn’t brought the twins with her.

6.2. Which is TRUE about Peak?

- A. He felt responsible for causing another boy’s accident.
- B. He discovered that he had become someone’s role model.
- C. He gained publicity after getting injured in a terrible fall.
- D. He was detained immediately after climbing his first skyscraper.

6.3. Peak learns from his mother that

- A. his dad refused to return for the trial.
- B. his stepfather decided to testify against him.
- C. he won’t be defended by the person he expected.
- D. his parents can’t afford to hire a professional lawyer.

Tekst 2.

RACING TO THE TOP

Stair-climbing races have been around since 1977, when 15 competitors ran up 86 floors in the Empire State Building. In the past few years the activity has exploded. Last year there were more than 200 races with about 105,000 participants.

But what is so appealing about stair-climbing? It seems that many people want extreme fitness challenges. "I guess we are tired of the same old workouts and want to be challenged in new and interesting ways," says JR Haines, a personal trainer, "It seems that running on the treadmill just might not be doing it for people anymore." The racers are certainly not doing it for the scenery because there isn't any. Stairwells have little, if any, ventilation, so fresh air is not a big draw, either. And because most of the events are staged as fundraisers, there aren't any prizes. It's rather the other way round. In the great majority of events in order to take part runners have to make donations to the sponsoring charities as part of their entry fees. Many people participate in them for fun, but surveys show that the races are increasingly attracting participants who are there primarily to compete and win at all costs. In fact, stair-climbing reached something of a dubious milestone when the winner of a charity event in Los Angeles was disqualified after security cameras caught him riding an elevator part of the way.

Challenging yourself is a major part of the races' appeal, particularly for those runners who want to lose weight. Research shows that you burn more calories with 10 minutes of stair-climbing than with 10 minutes of jogging because you're carrying your body weight vertically. "It's high intensity workout," one of the experts said, "It's just much easier and quicker to lose weight in this way."

Speed stair-climbing races are not an endeavor for people who don't like pushing themselves. The Empire State Building climb still uses a massed start. However, more and more often races use computer chips to time staggered starts, with racers leaving the starting line at 5 or 10-second intervals. As a result of this procedure, racers have no way of knowing how they are doing compared with their competitors and the stairwell gets eerily quiet as each climber focuses on the next flight of stairs.

adapted from www.startribune.com

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

- A. Stair-climbing is a more efficient method of losing weight than jogging.
- B. The participants of stair-climbing races have become more competitive.
- C. Collecting fees from participants of stair-climbing events is a standard procedure.
- D. The boredom associated with traditional workouts makes stair-climbing popular.

6.5. In the last paragraph, the author

- A. outlines a new trend in the organisation of stair-climbing events.
- B. encourages organisers to stick to the idea of a massed start.
- C. compares a variety of strategies for winning the race.
- D. describes a procedure for selecting participants.

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.

HAVING AN EASY-TO-SAY NAME HELPS YOU GET PROMOTED

A team of Australian researchers 7.1. _____ the way names can influence a person's impressions and decision making. The researchers looked at dozens of surnames from different nationalities, mainly from Anglo-Saxon, Asian, and European backgrounds. They concluded that 7.2. _____ a person's name was to say, the quicker they were promoted.

Dr Laham, who led the study, said people with simple names were generally judged more positively. "The effect is not so much 7.3. _____ the length of a name or how foreign-sounding or unusual it is, but rather how easy it is to pronounce," he said.

Names such as Sherman, Jenkins, Benson and O'Sullivan 7.4. _____ among the easiest to pronounce, while Farquharson and European names such as Leszczynska were found to be a huge challenge. The researchers concluded that a name that your friends and peers did not stumble over was the key to success.

adapted from www.telegraph.co.uk

7.1.

- A. interrogated
- B. investigated
- C. interviewed
- D. involved

7.2.

- A. how easy
- B. as easy as
- C. easier than
- D. the easier

7.3.

- A. due to
- B. the reason for
- C. resulting from
- D. because

7.4.

- A. considered
- B. ranged
- C. ranked
- D. settled

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.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

regard	vision	suit	suspect	aware	look
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ONLINE DATING

Looking for Mr or Ms Right and checking your e-mail at the same moment? You are not alone. While some still view online dating with **8.1.** _____, millions of people treat it as an alternative to blind dates. It's a great solution for shy people, who in reality are too nervous to socialize.

Online daters have a wide range of choices. If you prefer vegetarians, horse lovers or *Star Trek* fans, there is a niche dating site for you. For those obsessed with **8.2.** _____, there are sites with a ban on acne, fat rolls, glasses and other supposedly unattractive characteristics. Just set your criteria and you'll be provided with the most **8.3.** _____ match.

Many daters are lucky, finding life-long love or at least an exciting adventure. Others are not so lucky. However, **8.4.** _____ of how two people meet, in person or online, there needs to be a "chemical reaction" between them.

adapted from www.southcoasttoday.com

Zadanie 9. (0–4)

Uzupełnij zdania 9.1.–9.4., wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. **Uwaga:** w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

9.1. If it (be / up / me) _____, you would get the main role in our play, but it must be the decision of the whole group.

9.2. It took me two weeks (get used / work) _____ the night shifts.

9.3. Have you heard about the crash? Those 60 people (could / die) _____ there. Luckily, the rescue team got there in time.

9.4. Soon the coach is going to announce the team for the final match and every player (hope / include) _____ on the list.



[illegible]

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*)

Arkusze do pobrania: [Arkuszmaturalny.pl](https://arkuszmaturalny.pl)



Książki do matury: sklep.maturalny.pl

