



Centralna Komisja Egzaminacyjna

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

Układ graficzny © CKE 2010

WPISUJE ZDAJĄCY

KOD

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PESEL

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*Miejsce
na naklejkę
z kodem*

dysleksja

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM ROZSZERZONY

CZĘŚĆ I

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 6 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.

MAJ 2012

**Czas pracy:
120 minut**

**Liczba punktów
do uzyskania: 23**



MJA-R1_1P-122

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.

WHY DO CELEBRITIES GET HONORARY DEGREES?

Should the fact that *Sex in the City* actress Kim Cattrall and *Pirates of the Caribbean* actor Orlando Bloom collected honorary degrees give pause for serious thought? They were not the only ones on a list of similarly honoured celebrities. But who really benefits? And who pays for this 1.1. _____ (FOOLISH)?

At a time when university degrees have been devalued, shouldn't universities reconsider the message they are giving the real world? University staff should set an example to their students by nominating individuals who really deserve it, who 1.2. _____ (DEEP) their learning and 1.3. _____ (QUIET) do something worthwhile, people who become famous due to their scientific work, and not to the media 1.4. _____ (COVER) they get. Getting a degree requires plenty of hard work and students should be prepared for this. If any film star or musician can get an honorary degree for nothing, we'd better stop awarding them altogether. *Sex in the City* may be enjoyable in the lives of many students but the real world is a lot less 1.5. _____ (GLAMOUR).

adapted from www.guardian.co.uk

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.). 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. He will finish his exams next month. Then he will have a lot of free time.

MOMENT

The _____ his exams next month, he will have a lot of free time.

2.2. Simon was the only student who didn't pay for the school trip.

ALL

Apart _____ paid for the school trip.

2.3. She is naive to think she will not be punished for cheating.

AWAY

She is naive to think she can _____ cheating.

2.4. Michael would do anything not to speak in public.

AVOID

Michael would do anything _____ in public.

2.5. Perhaps he didn't see her at the party.

MAY

He _____ her at the party.

A series of horizontal dotted lines for writing, contained within a vertical rectangular border on the right side of the page.

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
	A	B	C	A	B	C	A	B	C	A	B	C	
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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WPISUJE ZDAJĄCY

KOD

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PESEL

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*Miejsce
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EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM ROZSZERZONY

CZEŚĆ II

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.

MAJ 2012

**Czas pracy:
70 minut**

**Liczba punktów
do uzyskania: 27**



MJA-R2_1P-122

ROZUMIENIE SŁUCHANEGO TEKSTU**Zadanie 4. (5 pkt)**

Usłyszysz dwukrotnie wypowiedź Marka na temat jego nowego stylu życia. 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.	One of the jobs Mark did involved encouraging Indian farmers to produce genetically modified food.		
4.2.	Mark considers money a major factor contributing to the pollution of the environment.		
4.3.	Mark doesn't mind doing time-consuming domestic chores.		
4.4.	Living without money has ruined Mark's social life.		
4.5.	Mark is soon going to return to his previous lifestyle.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**Zadanie 5. (5 pkt)**

Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat muzyki. Do każdej wypowiedzi (5.1.–5.5.) dopasuj właściwe zdanie podsumowujące jej treść (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie odnosi się do żadnej wypowiedzi. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. Most music lovers won't mind buying music from the net cheaply.
 B. Downloading music illegally will be a growing problem.
 C. It is vital to make the existing legal regulations work.
 D. There should be a different punishment for stealing music.
 E. The Internet will employ music in more creative ways.
 F. It is worth trying out solutions adopted in other countries.

5.1.	
5.2.	
5.3.	
5.4.	
5.5.	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (5 pkt)

Usłyszysz dwukrotnie wywiad z instruktorką jazdy samochodem. 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. Kathy decided to set up her own driving school because she

- A. lost her job as a sales representative.
- B. was advised by her father to do so.
- C. had many self-employed friends.
- D. wanted to be her own boss.

6.2. As far as Kathy's work is concerned, she

- A. needs to improve her driving skills constantly.
- B. refuses offers of work outside her home town.
- C. trains drivers who were involved in a collision.
- D. prefers not to work with beginner learners.

6.3. In Kathy's opinion, after passing the driving test young drivers

- A. begin to correct the way their parents drive.
- B. adopt previously observed patterns of driving.
- C. do their best to imitate the skills of their driving instructors.
- D. need many years to drive according to what they were taught.

6.4. In Kathy's driving school

- A. learners swap instructors willingly.
- B. she chooses an instructor for her learners.
- C. learners are trained by a few instructors as a rule.
- D. instructors lose their job if a learner is dissatisfied.

6.5. With reference to the future of her company, Kathy's priority is to

- A. teach learners how to drive safely.
- B. employ new, better-trained instructors.
- C. see to the rapid expansion of the school.
- D. increase the number of learners passing tests.

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.

THE LUNCHEON

I caught sight of her at the play at the theatre, and in answer to her beckoning, I went over during the interval and sat down beside her. For some time I just listened to the animated discussion she and her companions were having. It was long since I had last seen her, and if someone had not mentioned her name, I hardly think I would have recalled seeing her before. She was so large. She addressed me brightly.

‘Well, it’s many years since we first met. Do you remember the first time I saw you? You asked me to luncheon.’

Did I remember?

It was twenty years ago and I was living in Paris. I had a tiny apartment in the Latin Quarter overlooking a cemetery, and I was earning very little money. She had read a book of mine and had written to me about it. I answered, thanking her, and presently I received from her another letter saying that she was passing through Paris and would like to have a chat with me; but the only free moment she had was on the following Thursday and would I give her a little luncheon at Foyot’s? Foyot’s is a restaurant at which the French senators eat, and it was so far beyond my means that I had never thought of going there. But I was flattered so I answered that I would meet her on Thursday at half past twelve.

I was surprised when the menu was brought, for the prices were a great deal higher than I had anticipated. But she reassured me.

‘I never eat anything for luncheon,’ she said.

‘Oh, don’t say that!’ I answered generously.

‘I never eat more than one thing. I wonder if they have any salmon.’

Well, it was early in the year for salmon, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

‘No,’ she answered, ‘I never eat more than one thing unless you have a little caviare.’

My heart sank. I knew I could not afford caviare, but I could not tell her that. I asked the waiter to bring caviare. For myself I chose the cheapest dish on the menu – a mutton chop.

‘I think you are unwise to eat meat,’ she said. ‘I don’t know how you can expect to work after eating such heavy things. I don’t believe in overloading my stomach.’

She ate the caviare and she ate the salmon. She talked about art and literature and music. But I wondered what the bill would come to.

‘I see that you’re in the habit of eating a heavy luncheon. Why don’t you follow my example and just eat one thing? I’m sure you’d feel so much better for it.’

‘I am only going to eat one thing,’ I said.

The waiter came again. She waved him aside with an airy gesture.

‘No. No. I never eat anything for luncheon. Just a bite. I couldn’t possibly eat anything more unless they had some of those giant asparagus. I should be sorry to leave Paris without having some of them.’

A happy smile spread over the waiter’s face, and he assured me that they had some.

'I'm not hungry,' my guest sighed, 'but if you insist, I don't mind having some asparagus.'
I ordered them. While we waited, I started to panic. It was not a question of how much money I should have left over for the rest of the month, but whether I had enough to pay the bill. The asparagus appeared.

'Coffee?' I said when she had finished eating.

'Yes, just an ice cream and coffee,' she answered.

I ordered coffee for myself and an ice cream and coffee for her.

'You know, there's one thing I thoroughly believe in,' she said, as she ate the ice cream. 'One should always get up from a meal feeling one could eat a little more.'

'Are you still hungry?' I asked faintly.

'Oh, no, I'm not hungry; you see, I don't eat luncheon. I was speaking for you.'

The bill came, and when I paid it I found that I could only afford to leave three francs for the service. Her eyes rested for an instant on the money I left for the waiter, and I knew that she thought me mean. But I had the whole month before me and not a penny in my pocket.

'Follow my example,' she said as we shook hands, 'and never eat more than one thing.'

'I'll do better than that,' I replied. 'I'll eat nothing for dinner tonight.'

'Humorist!' she cried, jumping into a cab, 'you're quite a humorist!'

But I have had my revenge at last. Today she weighs more than a hundred kilos.

adapted from The Luncheon by Somerset Maugham

- 7.1. When the man joined the woman during the interval,**
- A. he asked her to remind him where they had met.
 - B. she introduced somebody to him.
 - C. she was reluctant to speak to him.
 - D. he found it difficult to recognize her.
- 7.2. The man decided to have lunch with the woman at Foyot's because he**
- A. had always wanted to know what drew French senators there.
 - B. had no idea it was an expensive place.
 - C. felt pleased with the interest the woman had taken in him.
 - D. hoped to further his career prospects.
- 7.3. Which is true about the meal the man and woman had?**
- A. The woman disapproved of the food the man ordered for himself.
 - B. The food the woman ordered was recommended by the waiter.
 - C. The man ordered for himself the two cheapest dishes on the menu.
 - D. Both the man and the woman rounded their meal off with a frozen dessert.
- 7.4. After leaving three francs for the waiter, the man realised that the woman**
- A. had played a joke on him.
 - B. considered the tip inadequate.
 - C. regretted having eaten so much.
 - D. understood that he was penniless.
- 7.5. The man realised he had had his revenge on the woman when**
- A. she said he was amusing.
 - B. they finished their lunch.
 - C. she drove away in a taxi.
 - D. he met her at the theatre.

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–F). **Uwaga:** dwa zdania zostały podane dodatkowo i nie pasują do tekstu.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

TIME MANAGEMENT

A Cambridge University tutor once said he was looking for two things in prospective students. What he wanted was intellect and besides that an ability to manage time. This coupling of intellect and time management may strike you as an odd pairing of the old and the new. **8.1.** _____ The hours and minutes ticked away and you could either spend them wisely in the library, where they sometimes dragged a bit, or less wisely with friends, and then they skipped ahead.

But now we are hypnotized by time. **8.2.** _____ We live longer, we work fewer hours than we did a hundred years ago, and thanks to hoovers and microwaves, we can carry out our chores very quickly. We should have plenty of time left to enjoy a slow, peaceful life. Yet, like most people, rather than have a quiet breakfast with the family, I eat my sandwiches over the keyboard while I check my e-mails.

According to a number of new books on time management, the answer is to slow down. Dr Edward Hallowell argues that we are now running so fast on our hamster wheels that we have lost sight of the things that really matter. But would slowing down really make things better? In my view, the pressure of time is usually a force for good. **8.3.** _____ Though I often complain about being too busy, the truth is that I find it quite exciting.

Man has always worried about life being too fast, even when it was going at a speed that we would now regard as a snail's pace. So what is our problem with time? The answer isn't to go on a time management course and be taught how to make lists of priorities. **8.4.** _____ In his bestseller *Time: A User's Guide*, Stefan Klein suggests something different, that we develop a new culture of time, that we work in a rhythm that suits us.

adapted from www.bbc.co.uk

- A. What is so odd is that we actually have more time than we've ever had before.
- B. After a day or two of best behaviour we go back to our old ways – only worse, as we feel like failures.
- C. As a first step to regaining control over time he suggests we should take off our watches and sit for half an hour doing nothing.
- D. When I was a student, it didn't occur to me that time was something that I could manage.
- E. After what seemed like an eternity, I cracked and asked myself: 'Do I really need to be doing this?'
- F. It encourages us to get things done – and getting things done is surely satisfying.

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.

AUSTRALIAN WILDLIFE

Australia is famous for its dangerous fauna. It is home to the world's 10 most dangerous snakes, a variety of 9.1. _____ spiders, enormous crocodiles and huge flightless birds – ostriches or cassowaries – that can apparently knock a man down with one kick.

However, these species don't show off their life-threatening abilities. The inland taipan is the most dangerous snake on the planet, yet nobody has ever died from its bite. The saltwater crocodile is the world's largest reptile, with males growing up to seven metres 9.2. _____ length, yet fatal attacks on humans occur less than once per year. Funnel-web spiders are certainly poisonous, but claim fewer than one victim a year. 9.3. _____ are cassowaries met, let alone seen assaulting anyone.

9.4. _____, almost every Australian animal described as dangerous is actually shy and retiring. Mosquitoes are the obvious exception – nevertheless, malaria 9.5. _____ in Australia, and mosquito-borne diseases probably kill as few as five people a year.

The most dangerous animal in Australia is probably the human. About 19 million of them 9.6. _____ here, and they are particularly dangerous behind the wheel of a car – 1,600 people are killed and 22,000 injured in traffic accidents every year. The bush is the safest place to be.

adapted from Wildlife, June 2010

9.1.

- A. mortal
- B. fatal
- C. deadly
- D. terminal

9.2.

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

9.3.

- A. Rarely
- B. Either
- C. Not only
- D. Only then

9.4.

- A. Apart from that fact
- B. On the surface
- C. In spite of that
- D. All in all

9.5.

- A. has eradicated
- B. has to eradicate
- C. has been eradicated
- D. has had it eradicated

9.6.

- A. reside
- B. occupy
- C. populate
- D. accommodate

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!