

Miejsce  
na naklejkę  
z kodem



dysleksja

# PRÓBNY EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

ARKUSZ II

STYCZEŃ  
ROK 2005

Arkusz II

czas pracy 70 minut

## Instrukcja dla zdającego

7. Proszę sprawdzić, czy arkusz egzaminacyjny zawiera 7 stron. Ewentualny brak należy zgłosić przewodniczącemu zespołu nadzorującego egzamin.
8. Obok każdego zadania podana jest maksymalna liczba punktów, którą można uzyskać za jego poprawne rozwiązanie.
9. Należy pisać czytelnie, tylko w kolorze czarnym.
10. Do ostatniej kartki arkusza dołączona jest **karta odpowiedzi i oceny**, którą w tym arkuszu **wypełnia zdający**.
11. W karcie odpowiedzi należy zamalować całkowicie kratkę literą oznaczającą właściwą odpowiedź, np. ■. W razie pomyłki, błędne zaznaczenie należy obwieść kółkiem ○ i zamalować ■ inną odpowiedź.

*Życzymy powodzenia!*

Za rozwiązanie  
wszystkich zadań  
można otrzymać  
łącznie **27 punktów**.

(Wpisuje zdający przed rozpoczęciem pracy)

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**PESEL ZDAJĄCEGO**

## ROZUMIENIE ZE SŁUCHU

### Zadanie 9. (6 pkt)

Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie fragment instrukcji przydatnej podczas pobytu służbowego w Szwecji. Wskaż zdania (9.1 – 9.6.), które są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

		TRUE	FALSE
9.1.	There are rigid hierarchies in Sweden, so you shouldn't be relaxed.		
9.2.	Many European nations are more competitive than the Swedes.		
9.3.	You should be punctual and dress smartly for business meetings.		
9.4.	Swedes avoid discussing problems.		
9.5.	Business dinners start rather late, so you can drink much alcohol.		
9.6.	You should plan a business trip to Sweden at any time except July.		

### Zadanie 10. (4 pkt)

Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie fragment wywiadu ze znanym golfistą. Z podanych możliwości wskaż zakończenia zdań, (10.1. – 10.4.) zgodne z treścią usłyszanych informacji. Zakreśl znakiem X jedną z czterech możliwości A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- 10.1. Tiger's friends worry that he may pay less attention to golf because
- A. he has a child.
  - B. of his fame.
  - C. of his fiancée.
  - D. he is getting old.
- 10.2. He claims that he gets satisfaction from
- A. consistency.
  - B. working hard.
  - C. playing very often.
  - D. winning.
- 10.3. He considers the year 2003 to be
- A. a failure.
  - B. a success.
  - C. a boring one.
  - D. frustrating.
- 10.4. Tiger is adored by his fans because
- A. he works hard each time he plays.
  - B. he often introduces many changes.
  - C. he is going to get married.
  - D. he always starts playing on January.

**Zadanie 11. (5 pkt)**

Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie fragment tekstu. Spośród podanych zdań (A – I) wybierz pięć zgodnych z usłyszczanymi informacjami i wpisz odpowiednie litery do krater (11.1. - 11.5.) pod tabelą.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

A.	Mrs. Gallagher can't afford to employ any staff.
B.	Mrs. Gallagher complains about having too little time for her residents.
C.	Benefits for her employees come from the government.
D.	There are more small business owners who share difficulties with Mrs. Gallagher.
E.	Many owners have stopped running their businesses recently.
F.	The British government has favourable regulations for developing small businesses.
G.	There are very few limited companies in the U.K.
H.	The British can start a company quickly and easily.
I.	It takes much time and money to start a business in the U.K.

11.1.	
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11.2.	
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11.3.	
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11.4.	
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11.5.	
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**ROZUMIENIE TEKSTU CZYTANEGO I ROZPOZNAWANIE  
STRUKTUR LEKSYKALNO-GRAMATYCZNYCH**

**Zadanie 12. (4 pkt)**

Przeczytaj fragment opowiadania i zapoznaj się ze zdaniami (12.1. – 12.4.) podanymi poniżej. Wskaż zakończenia zdań zgodne z treścią tekstu, zakreślając znakiem X jedną z czterech możliwości A, B, C lub D.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

(...) " Good morning, Mr.Bacon, " said the Duchess. They touched hands in the little back room.

(...) " And today, Duchess – what can I do for you today ?" said Oliver, very softly.

The Duchess opened her heart, her private heart, gaped wide. And with a sigh but no words she took from her bag a long washleather pouch – it looked like a lean yellow ferret. And from a slit in the ferret's belly she dropped pearls – ten pearls. They rolled from the slit in the ferret's belly – one, two, three, four – like the eggs from some heavenly bird.

" All's that's left me, dear Mr. Bacon," she moaned.

Oliver stretched out and took one of the pearls between finger and thumb. It was round,it was lustrous. But real was it, or false? Was she lying again? Did she dare?

She laid her plump added finger across her lips. "If the Duke knew...", she whispered.  
"Dear Mr. Bacon, a bit of bad luck ..."  
Been gambling again, had she?  
"That villain! That sharper!" she hissed. (...)  
"How much?" he queried.  
She covered the pearls with her hand.  
"Twenty thousand," she whispered.  
But was it real or false, the one he held in his hand? The Appleby cincture – hadn't she sold it already? He would ring for Spencer or Hammond. "Take it and test it," he would say.  
He stretched to the bell.  
"Twenty thousand," she moaned. "My honour!" (...)  
He drew his cheque book towards him; he took out his pen.  
"Twenty -----" he wrote. Then he stopped writing. The eyes of the old woman in the picture were on him – of the old woman, his mother.  
"Oliver!" she warned him. "Have sense! Don't be a fool!" (...)  
"Thousand." He wrote, and signed it. "Here you are," he said. (...)  
"Are they false or are they real?" asked Oliver, shutting his private door. There they were, ten pearls on the blotting paper on the table. He took them to the window. He held them under his lens to the light.... This, then, was the truffle he had routed out of the earth! Rotten at the centre – rotten at the core!  
"Forgive me, oh my mother!" he sighed, raising his hand as if he asked pardon of the old woman in the picture. (...)

*Abridged from "The Duchess and the Jeweller" by Virginia Woolf.*

**12.1.** The text relates

- A. an argument between Mr. Bacon and his mother.
- B. a jewellers' meeting and their discourse.
- C. a confidential bargain between the Duchess and Mr. Bacon.
- D. a quarrel between the Duke and the Duchess.

**12.2.** The Duchess wanted to sell the pearls because

- A. the Duke was a gambler and lost their fortune.
- B. she knew that Mr. Bacon collected pearls.
- C. she wanted to conceal her loss at gambling from the Duke.
- D. she promised the pearls to Mr. Bacon's mother.

**12.3.** The event described in the story took place

- A. at Oliver's mother's house.
- B. in a casino.
- C. at the jeweller's shop.
- D. at the Duke's mansion.

**12.4.** At the end of the extract we can conclude that

- A. the Duchess cheated Mr. Bacon.
- B. Mr. Bacon made a good bargain.
- C. Mr. Bacon's mother was wrong.
- D. the Duke was a crook.

**Zadanie 13. (5 pkt)**

Przeczytaj fragment artykułu i zamieszczone pod nim zdania. W pierwszej części zadania uzupełnij każdą z luk (13.1. - 13.4.) wpisując jedną z liter (A – E), oznaczającą brakujące zdanie. Jedno z podanych zdań nie pasuje do tekstu. W drugiej części zadania (13.5.), wskaż zdanie zgodne z treścią artykułu, zakreślając znakiem X jedną literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

HACKERS? NO WAY.

(...) Hackers were driven to write code, discover the secrets of the new realm of computation and fulfill themselves by making computers do what others claimed could not be done. (...) Now, it's true that some hackers didn't march in precise lockstep with the legal system. But real hackers hew to the famous Bob Dylan line: **13.1.** \_\_\_\_\_. Yes, they broke into computers sometimes. Yes, they sometimes engaged in callow stunts. Sometimes the stunts would even get out of hand. But they wished no harm on innocent parties, and certainly didn't do those things for profit. Generally, hackers don't want to stop the world; they want the world to run more efficiently.

In the mid-1980s, the media began to indiscriminately apply the term to any kids who broke into computers. True hackers objected, to little avail. **13.2.** \_\_\_\_\_. Wizards who wrote the software of the past 20 years proudly called themselves hackers, and some made fortunes. And the pure spirit of outlaw hacking still thrives. A former MIT hacker named Richard Stallman believes that intellectual property is an evil concept. **13.3.** \_\_\_\_\_. He created his own software and gave it away.

(...)Will we continue to see computer fraudsters, vandals and thieves proliferating as the technology penetrates ever deeper into our lives? Of course. And it's not surprising that some of the perps blabber about fighting globalization and dress like extras in "Blade Runner". **13.4.** \_\_\_\_\_. Just because the tools of thievery and extortion are lines of computer code doesn't mean that Internet crooks are hackers.

*Adapted from Newsweek, December 2003.*

**CZEŚĆ I:**

- A. But the great traditions continued.
- B. To live outside the law you must be honest.
- C. The growth of population is inevitable, although it concerns mainly the Third World countries.
- D. He is the father of the hacker – driven Open Source movement that Microsoft considers its biggest competitor.
- E. But that doesn't make them hackers.

**CZEŚĆ II:**

**13.5.** The author's attitude to hackers can be best summarised as:

- A. "All hackers are dangerous."
- B. "Hackers' creativity promotes progress."
- C. "Most hackers are greedy crooks."
- D. "Hackers inspire artists."

**Zadanie 14. (3 pkt)**

Przeczytaj uważnie poniższy tekst, Następnie uzupełnij luki ( 14.1 .- 14.6.) tak, aby otrzymać logiczny i gramatycznie poprawny tekst wskazując jedną z czterech podanych form A, B, C lub D.

Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

A HISTORICAL HOMECOMING

In Ireland, the past is encompassed in the landscape. **14.1.** \_\_\_\_\_ folklore, legendary tales and historical events abound in every corner of the country. Religion meets royalty where Neolithic tombs rub shoulders with Celtic crosses and are situated mere miles from medieval castles and stately homes.

Ireland is an island that is steeped in beauty as well as history. **14.2.** \_\_\_\_\_ green fields and craggy terrain are the subjects of many Irish songs and poems. Every corner of the countryside has a tale to tell, and every city a “yarn” to spin and, who better to recount these stories **14.3.** \_\_\_\_\_ the Irish people themselves.

**14.4.** \_\_\_\_\_ your interests, there is something for you in Ireland. The opportunities to explore Irish culture, whether it is in the realm of arts, craft, music or theatre, are endless. For those who **14.5.** \_\_\_\_\_ the outdoor life, Ireland offers a wealth of sporting activities, from golf and fishing to walking and cycling. **14.6.** \_\_\_\_\_ a wide range of active excursions or leisurely pursuits.

*Adapted from a brochure: Ireland.*

**14.1.**

- A. Old-fashioned
- B. Ancient
- C. Elderly
- D. Older

**14.3.**

- A. thus
- B. that
- C. than
- D. then

**14.5.**

- A. like
- B. take
- C. find
- D. go

**14.2.**

- A. Theirs
- B. They are
- C. It's
- D. Its

**14.4.**

- A. Although
- B. What's more
- C. Whatever
- D. During

**14.6.**

- A. Decide on
- B. Choose from
- C. Look after
- D. Take with