

**Miejsce
na naklejkę
z kodem**

(Wpisuje zdający przed
rozpoczęciem pracy)

--	--	--

KOD ZDAJĄCEGO

--

PRÓBNY EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

**Arkusze II
(dla poziomu rozszerzonego)**

Czas pracy 70 minut

Instrukcja dla zdającego

1. Proszę sprawdzić, czy arkusz egzaminacyjny zawiera 7 stron. Ewentualny brak należy zgłosić przewodniczącemu zespołu nadzorującego egzamin.
2. Obok każdego zadania podana jest maksymalna liczba punktów, którą można uzyskać za jego poprawne rozwiązanie.
3. Ocena za poziom rozszerzony jest otrzymywana w wyniku pomnożenia przez 2 sumy punktów uzyskanych z obu arkuszy tego poziomu.
4. Należy pisać czytelnie, tylko niebieskim lub czarnym tuszem.
5. Błędne zapisy należy wyraźnie przekreślić. Nie wolno używać korektora.

Życzymy powodzenia!

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

(Wpisuje zdający przed rozpoczęciem pracy)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

PESEL ZDAJĄCEGO

ROZUMIENIE ZE SŁUCHU

Zadanie 8. (5 pkt)

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie wypowiedzi sześciu osób. Przyporządkuj te zdania osobom (A – F), wpisując odpowiednią literę w kratkę obok każdego zdania. Wypowiedź jednej osoby nie pasuje do żadnego zdania. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

8.1.	He/she had an accident.	
8.2.	He/she had some part time jobs.	
8.3.	He/she built a vehicle.	
8.4.	He/she used to go to hospital.	
8.5.	He/she had problems with passing the school exam.	

Zadanie 9. (5 pkt)

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie fragment wspomnień pewnego mężczyzny. 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.

		TRUE	FALSE
9.1.	The Muir Academy was a kind of punishment for the narrator.		
9.2.	Newcomers to the Academy had special favours.		
9.3.	The American pupil could sing the school hymn better than everyone else.		
9.4.	Corporal punishment was used in the Muir Academy.		
9.5.	The author presents his memories in a serious way.		

Zadanie 10. (5 pkt)

Zapoznaj się ze zdaniem podanym poniżej. Usłyszysz dwukrotnie fragment audycji radiowej. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią usłyszanych informacji. Zakreśl literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- 10.1.** The British Government's chief scientist calls global warming and climate change
- A. a bigger problem than threats of Tony Blair.
 - B. the first runner-up problem to terrorism.
 - C. the biggest threat to people's health.
 - D. a more serious danger than terrorism.
- 10.2.** What does not emit greenhouse gases into the atmosphere according to the programme?
- A. Industry.
 - B. Transport.
 - C. Agriculture.
 - D. Electricity works.
- 10.3.** Floods, droughts and storms happen more frequently as a result of
- A. irresponsible and harmful human activity.
 - B. both natural reasons and human activity.
 - C. another ice age we are entering now.
 - D. overpopulation and environment pollution.
- 10.4.** To achieve a healthy balance between the economy and the earth's eco-system we need to
- A. use clean technologies.
 - B. limit the economic growth.
 - C. get rid of poverty.
 - D. use only fossil fuels.
- 10.5.** The Maldives might disappear because it
- A. doesn't contribute to global warming.
 - B. is under the threat of climate changes.
 - C. suffers the consequences of its actions.
 - D. is a low lying country close to sea.

**ROZUMIENIE TEKSTU CZYTANEGO I ROZPOZNAWANIE STRUKTUR
LEKSYKALNO - GRAMATYCZNYCH**

Zadanie 11. (7 pkt)

Przeczytaj fragment artykułu, z którego usunięto pięć zdań. W pierwszej części zadania wpisz w każde z miejsc (11.1. – 11.5.) literę (A – F), którą oznaczone jest brakujące zdanie. Jedno z podanych zdań nie pasuje do tekstu.

W drugiej części zadania, wybierz zakończenie zdania zgodne z treścią artykułu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

The story of early Britain has traditionally been told in terms of waves of invaders displacing or annihilating their predecessors. **11.1.** _____. For over 10,000 years people have been moving into - and out of - Britain, sometimes in substantial numbers, yet there has always been a basic continuity of population.

The gene pool of the island has changed, but more slowly and far less completely than implied by the old 'invasion model', and the notion of large-scale migrations, once the key explanation for change in early Britain, has been widely discredited. **11.2.** _____. It is actually quite common to observe important cultural change, including adoption of wholly new identities, with little or no biological change to a population. Millions of people since Roman times have thought of themselves as 'British', for example, yet this identity was only created in 1707 with the Union of England, Wales and Scotland.

11.3. _____. Many of these groupings looked outwards, across the seas, for their closest connections - they did not necessarily connect naturally with their fellow islanders, many of whom were harder to reach than maritime neighbours in Ireland or continental Europe. It therefore makes no sense to look at Britain in isolation; we have to consider it with Ireland as part of the wider 'Atlantic Archipelago', nearer to continental Europe and, like Scandinavia, part of the North Sea world.

From the arrival of the first modern humans - who were hunter-gatherers, following the retreating ice of the Ice Age northwards - to the beginning of recorded history is a period of about 100 centuries, or 400 generations. This is a vast time span, and we know very little about what went on through those years; it is hard even to fully answer the question, 'Who were the early peoples of Britain?', because they have left no accounts of themselves.

11.4. _____. The regional physical stereotypes familiar to us today, a pattern widely thought to result from the post-Roman Anglo-Saxon and Viking invasions - red-headed people in Scotland, small, dark-haired folk in Wales and lanky blondes in southern England - already existed in Roman times. Insofar as they represent reality, they perhaps attest the post-Ice Age peopling of Britain, or the first farmers of 6,000 years ago.

11.5. _____. Throughout prehistory there were myriad small-scale societies, and many petty 'tribal' identities, typically lasting perhaps no more than a few generations before splitting, merging or becoming obliterated. These groups were in contact and conflict with their neighbours, and sometimes with more distant groups - the appearance of exotic imported objects attest exchanges, alliance and kinship links, and wars.

www.bbc.co.uk

Część I:

A	Throughout recorded history the island has consisted of multiple cultural groups and identities.
B	Archaeology suggests that this picture is fundamentally wrong.
C	Of course, there are important cultural similarities and connections between Britain, Ireland and continental Europe.
D	We can, however, say that biologically they were part of the Caucasoid population of Europe.
E	Substantial genetic continuity of population does not preclude profound shifts in culture and identity.
F	From an early stage, the constraints and opportunities of the varied environments of the islands of Britain encouraged a great regional diversity of culture.

Część II:

Na podstawie informacji zawartych w tekście wybierz odpowiedź zgodną z jego treścią. Zaznacz jedną z czterech możliwości A, B, C lub D.

11.6. The text is mainly about

- A. the forming of British society.
- B. the genetic changes to the British population.
- C. the first settlers of Britain.
- D. the invasions on Britain.

11.7. At the end of the extract we can conclude that

- A. Britain was culturally homogeneous.
- B. British identity was subject to rapid adjustments.
- C. Britain was totally isolated at that time.
- D. British people were superior to other countries.

Zadanie 12. (5 pkt)

Przeczytaj poniższy fragment powieści. Z podanych możliwości odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst, zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź uzyskasz 0,5 punktu.

Monday September 15th

A historic day. William (12.1.) _____ the first step in an educational journey that will culminate in his attending either Oxford or Cambridge. He started at Kidsplay Ltd today, a private nursery school owned Mrs Parvez.

I resent (12.2.) _____ to pay £9 a day to Mrs Parvez. (12.3.) _____ I can't put up with the boy hanging on to my legs all day any longer. I have things to do, and places to go.

There was an emotional scene when William left Wisteria Walk wearing his burgundy sweatshirt, Gap cords, baseball cap and Velcro-fastened trainers.

My mother broke down and sobbed. 'Everything is three sizes too big for him.'

I (12.4.) _____ to her that he (12.5.) _____ into his uniform eventually. I also asked her to try and control herself. She (12.6.) _____ on as though she were Antigone.

As we drove to Kidsplay Ltd, William asked me where birds 'hang out'. I asked him to rephrase the question.

'Where do they go when they are tired?' he asked, staring out of the car window at the sky.

I said, 'They go to sleep in their nests, of course.'

Mrs Parvez bustled up in her green sari and showed William to his peg in the cloakroom. Each had an animal symbol hanging from the peg. William's was an anteater. I asked Mrs Parvez if this could be substituted (12.7.) _____ something more cuddly or lovable.

She said, coldly, 'I have three left, an elk, a Thompson's gazelle and a warthog.'

I settled for the anteater.

As I drove away I couldn't (12.8.) _____ but feel that I (12.9.) _____ off on the wrong foot with Mrs Parvez.

When I picked him up, William said, 'You told me a lie, Dad. Mrs Parvez told me that birds *don't* sleep in their nests.'

I was furious with Mrs Parvez: she had undermined my parental (12.10.) _____. I said, 'So where the hell *do* they sleep?'

'On branches,' said William.

I gave a scornful laugh. 'Oh, branches,' I scoffed. 'All night? No, son,' I said. 'Mrs Parvez has misinformed you. She lied. *All birds sleep in their nests, all year round.*'

(Abridged from Sue Townsend, *Adrian Mole the Cappuccino Years*)

- 12.1. A. set off
B. started out
C. embarked on
D. began with
- 12.2. A. having
B. have
C. to have
D. to having
- 12.3. A. Despite
B. However
C. In spite of
D. Although
- 12.4. A. pointed on
B. pointed of
C. pointed out
D. pointed in
- 12.5. A. will grow
B. would grow
C. had grown
D. grew
- 12.6. A. was carrying
B. had been carrying
C. would have carried
D. had carried
- 12.7. A. on
B. in
C. for
D. with
- 12.8. A. help
B. do
C. make
D. manage
- 12.9. A. started
B. was starting
C. had started
D. had been starting
- 12.10. A. power
B. control
C. force
D. authority