



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

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 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 2010

**Czas pracy:
70 minut**

**Liczba punktów
do uzyskania: 27**



MJA-R2_1P-102

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

Usłyszysz dwukrotnie pięć komunikatów radiowych. Przyporządkuj do każdego komunikatu (4.1. – 4.5.) właściwy nagłówek (A – F). Wpisz odpowiednie litery do tabeli. Jeden nagłówek został podany dodatkowo i nie pasuje do żadnego komunikatu.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. SECURITY ALERT AFFECTS PASSENGERS
- B. DELAYS ON MOTORWAY DUE TO FUEL SPILL
- C. AIRLINE THREATENED WITH BANKRUPTCY
- D. FIREFIGHTERS PUT OUT MASSIVE BLAZE
- E. PASSENGERS SUFFER AS COMPANY COLLAPSES
- F. TUNNEL CLOSED FOR SAFETY DRILL

4.1.	
4.2.	
4.3.	
4.4.	
4.5.	

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

Usłyszysz dwukrotnie wypowiedź o pewnym zdarzeniu. Na podstawie usłyszanych informacji zdecyduj, które zdania są zgodne z treścią tekstu (T), a które nie (F). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

		T	F
5.1.	The speaker believes her story may have a depressing effect.		
5.2.	The policeman followed the truck because it was speeding.		
5.3.	The speaker does not consider the UPS slogan attractive.		
5.4.	The number on the license plate of the truck was correct.		
5.5.	In the story, a spelling mistake helps to arrest a criminal.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (5 pkt)

Usłyszysz dwukrotnie wywiad z lekarzem. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

6.1. Dr. Carson first thought of becoming a doctor when

- A. his mother suggested it.
- B. his name was called by Dr. Jones.
- C. he was taken to the emergency room.
- D. his mother was being examined in hospital.

6.2. When Dr. Carson was in primary school, he

- A. was a worse student than his brother.
- B. didn't live with his father.
- C. had a nickname he was proud of.
- D. didn't like his classmates.

6.3. Dr. Carson's mother

- A. checked her sons' school essays.
- B. pretended that she could read.
- C. asked her sons to read aloud to her.
- D. took her sons to the library regularly.

6.4. As a result of the reading programme, he

- A. learnt more about being a doctor.
- B. realised he didn't want to be poor.
- C. became the best student in his class.
- D. won the admiration of his playmates.

6.5. Brain surgery is the field of medicine Dr. Carson

- A. decided to study as a missionary doctor.
- B. chose when he was a secondary school student.
- C. found less challenging than he had expected.
- D. became interested in during his medical studies.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU I ROZPOZNAWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

Zadanie 7. (5 pkt)

Przeczytaj tekst. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

The most important day I remember in all my life is the one just before my seventh birthday, when my teacher arrived. I am filled with wonder when I consider the immeasurable contrasts between the two lives which that day connects.

On the afternoon of that eventful day, I stood on the porch, dumb, expectant, only guessing that something unusual was about to happen. I did not know what the future held for me, but I was certainly eager to find out.

Suddenly I felt approaching footsteps so I stretched out my hand as I supposed to my mother. Instead someone else took it. I was caught up and held close in the arms of a stranger and I guessed it was Miss Sullivan.

The morning after my teacher came she led me into her room and gave me a new doll. When I had played with it a little while, Miss Sullivan slowly took my hand and with her fingers spelled into it the word 'd-o-l-l'. I was at once interested in this finger play and tried to imitate it. I did not know that I was spelling a word or even that words existed; I was simply making my fingers move in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them *pin*, *hat*, *cup* and a few verbs like *sit*, *stand* and *walk*. But my teacher had been with me several days before I understood that everything has a name.

One day while I was playing with my new doll, Miss Sullivan also gave me my old rag doll. She spelled 'd-o-l-l' and tried to make me understand that 'd-o-l-l' applied to both. Then we had a tussle over the words 'm-u-g' and 'w-a-t-e-r'. Miss Sullivan tried to impress it upon me that 'm-u-g' is *mug* and that 'w-a-t-e-r' is *water*, but I persisted in confusing the two. In despair she dropped the subject for the time, only to renew it at the first opportunity. I became impatient and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. I had not loved the doll. In the completely silent and dark world in which I lived there was no place for strong sentiment or tenderness.

Later that day when we were walking along the street, Miss Sullivan saw someone drawing water from the water pump. We walked up and she placed my hand in the cool stream. As it gushed over one hand, she spelled into the other the word 'w-a-t-e-r'. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten – a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that 'w-a-t-e-r' meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, and joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

I walked away from the pump eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange new sight that had finally come to me and had the potential to compensate partially for my disability.

adapted from www.digital.library.upenn.edu/women/keller/life/life.html

7.1. The girl's feelings on the day when her teacher arrived were those of

- A. disappointment.
- B. joy.
- C. fear.
- D. anticipation.

7.2. During the first few days, the girl was

- A. unaware she was learning names of things.
- B. learning less than her teacher had expected.
- C. proud she could name so many things.
- D. learning to write down many new words.

7.3. The girl destroyed the new doll because

- A. she preferred her old doll.
- B. spelling its name was too confusing.
- C. her teacher acted impatiently.
- D. she got frustrated during the lesson.

7.4. The event at the water pump was significant for the girl because she

- A. learnt a lot of new words there.
- B. remembered what water looked like.
- C. realised how words function.
- D. felt there were no more barriers for her.

7.5. The girl who is the main character in the story

- A. did not consider her teacher to be qualified enough.
- B. could neither see nor hear the surrounding world.
- C. failed to understand the need to learn vocabulary.
- D. was miraculously cured of a physical handicap.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (4 pkt)

Przeczytaj tekst, z którego usunięto cztery zdania. Dobierz brakujące zdania (A – F), tak aby otrzymać spójny i logiczny tekst. W każdą lukę (8.1. – 8.4.) wpisz literę, którą oznaczone jest brakujące zdanie. Dwa zdania podane zostały dodatkowo i nie pasują do tekstu. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

Henry Ford's motto when he established his Motor Company at the beginning of the 20th century was to 'build a car for the great multitude'. **8.1.** _____ One invention that made it possible was a conveyor belt. Its introduction into the manufacturing process helped reduce the assembly time of a car from over 12 to less than 2 worker-hours. **8.2.** _____ Consequently, his Model T got cheaper and cheaper. From the original price of \$825, it went down to \$290 in 1924, a sum that did not exceed the average family budget.

8.3. _____ He did not actively seek to upgrade the comfort and appearance of his Model T. Its design changed very little over the 19 years during which it was produced. In the meantime competitors spared no efforts to beautify and modernize their vehicles. In 1927, having sold more than 15 million cars and having revolutionized the market, the Model T was discontinued.

If the Model T was not exactly a lady's car, the Cadillac could well be. Designed and made by General Motors, the Cadillac was addressed to a different clientele: those who could and wanted to pay much more for an elegant product that could satisfy even the most demanding and sophisticated tastes. The designers were free to do as they pleased. **8.4.** _____ They were also in a variety of colors, from flamboyant hues of pink to highly elegant shades of white and black. Additionally, the leather refurbishing of the interior made the car one of the most luxurious in the world.

from Zoom in on America, November 2008

A.	However, this forward looking and ingenious businessman did not foresee one thing.
B.	As a result of the protest he raised the wages of his employees and reduced the length of the workday.
C.	The company is cutting expenses so it can compete better against lower-cost rivals from overseas.
D.	Long hoods, trunks with tailfins, wraparound windshields, chrome grilles and bumpers were the embodiment of wealth.
E.	Ford also discovered that producing spare parts and shipping them to market areas where they were put together helped lower production costs.
F.	He went about achieving this goal by producing and selling cars cheaply at a time when they were affordable only for the very rich.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (3 pkt)

Przeczytaj tekst. Z podanych możliwości odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B, C lub D. Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.

For years every English school child and every visiting tourist has been told about the ravens at the Tower of London. According to a centuries-old **9.1.** _____, the monarchy will fall if the birds **9.2.** _____. It is said that King Charles II wanted to shoo off a bunch of noisy ravens but was warned that it might bring ill luck. Since then, as the story **9.3.** _____, at least six ravens have been kept in residence.

In 2004 an official Tower historian revealed that the first record of ravens **9.4.** _____ at the Tower dates back only to 1895. It turned out that the Victorians **9.5.** _____ the whole story. The birds might have been kept as pets by the staff who were fans of the hugely popular poem, *The Raven*, by Edgar Allan Poe.

The ravens apparently know nothing about it and are still treated like royalty by their ‘raven master’. No wonder they still strut about the place **9.6.** _____ they owned it.

adapted from London by Sarah Johnstone & Tom Masters

9.1.

- A. proverb
- B. gossip
- C. superstition
- D. history

9.2.

- A. were ever to be left
- B. should ever leave
- C. would never leave
- D. have never left

9.3.

- A. goes
- B. continues
- C. speaks
- D. makes

9.4.

- A. keeping
- B. having kept
- C. to be keeping
- D. being kept

9.5.

- A. took down
- B. came across
- C. made up
- D. spelled out

9.6.

- A. so that
- B. which
- C. however
- D. as though

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!



MJA-R2_1P-102

WYPEŁNIA ZDAJĄCY

PESEL

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Miejsce na naklejkę
z nr PESEL

Zad.4	A	B	C	D	E	F
4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.7	A	B	C	D
7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.5	T	F
5.1	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<input type="checkbox"/>	<input type="checkbox"/>
5.4	<input type="checkbox"/>	<input type="checkbox"/>
5.5	<input type="checkbox"/>	<input type="checkbox"/>

Zad.8	A	B	C	D	E	F
8.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.6	A	B	C	D
6.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.9	A	B	C	D
9.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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KOD ZDAJĄCEGO