



# JĘZYK ANGIELSKI: zestaw przykładowych zadań maturalnych, poziom rozszerzony

## STOSOWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

### Zadanie 1 (2,5 pkt.)

Przeczytaj poniższy tekst. Uzupełnij luki 1.1.-1.5., przekształcając podane w nawiasie wyrazy w taki sposób, aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

Easter Island is one of the world's most 1.1. \_\_\_\_\_ (**SPECTACLE**) and enchanting archaeological sites. It is also one of the most remote places on earth – the nearest inhabited island is Pitcairn, which is over 1200 miles to the west. The island lies 1.2. \_\_\_\_\_ (**APPROXIMATE**) 2500 miles off the coast of South America, and 2000 miles away from Tahiti, in the middle of the Pacific Ocean.

It appears, that the original 1.3. \_\_\_\_\_ (**SETTLE**) came from one of the islands of Polynesia, some time between 400-600 AD. They brought tools, food, plants and animals – with the apparent desire of beginning a new life. Perhaps they were a small clan that had fought with their neighbours and lost the 1.4. \_\_\_\_\_ (**DECIDE**) battle. Perhaps they were explorers looking for their next 1.5. \_\_\_\_\_ (**CONQUER**). Or perhaps they were simply lost at sea – we'll probably never know.

Abridged from „Earth Focus”, 2004.

### Zadanie 2 (2,5 pkt.)

Wykorzystując wyrazy podane w nawiasach, uzupełnij każde z poniższych zdań tak, aby zachować znaczenie zdania wyjściowego (2.1.-2.5.). Nie zmieniaj form wyrazów podanych w nawiasach. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

I'm sure Tim didn't send that e-mail. (**HAVE**)

Tim \_\_\_\_\_ that e-mail.

Anne couldn't sing or dance. (**UNABLE**)

Besides \_\_\_\_\_, Anne couldn't dance either.

Very few tickets are left, so book now! (**HARDLY**)

Book now, because \_\_\_\_\_ left!

Our house has been burgled twice this year. (**HAD**)

We have \_\_\_\_\_ twice this year.

Anne soon recovered from her cold. (**LONG**)

It didn't \_\_\_\_\_ from her cold.

### Zadanie 3 (18 pkt.)

Wypowiedz się na jeden z trzech poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany temat, zakreślając jego numer.

1. Napisz rozprawkę, w której przedstawisz argumenty za i przeciw zamykaniu centrów handlowych w niedziele i inne dni świąteczne.

2. Opisz osobę, której wygląd i zachowanie zmieniło się na skutek osiągnięcia sukcesu.

3. Napisz opowiadanie o zabawnej przygodzie, która przydarzyła się cudzoziemcowi podróżującemu po Polsce.

## ROZUMIENIE ZE SŁUCHU

### Zadanie 4 (4 pkt.)

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie komunikat. Na podstawie informacji w nim zawartych zdecyduj, które z podanych zdań 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
4.1.	The protest of signalling staff is going to be 6 hours long.		
4.2.	Holders of train season tickets can use them on all means of transport.		
4.3.	The announcement warns about additional inconveniences.		
4.4.	More travel news will be brought through local media broadcasts.		

### Zadanie 5 (6 pkt.)

Zapoznaj się z nagłówkami A-G. Usłyszysz dwukrotnie sześć wypowiedzi na temat telewizji. Dopasuj do każdej z nich odpowiadający jej w treści nagłówek. Wpisz odpowiednie litery w kratki 5.1.-5.6. Jeden nagłówek podany został dodatkowo i nie odnosi się do żadnej wypowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

A. Want some mental gymnastics?

B. Is variety always good for you?

C. Remarkable mass medium

D. More TV means more junk food?

E. Couldn't TV promote heal the food?

F. High standards are gone?

G. Who should be blamed?

5.1.
5.2.
5.3.
5.4.
5.5.
5.6.

### Zadanie 6 (5 pkt.)

Zapoznaj się z zadaniami podanymi poniżej. Usłyszysz dwukrotnie fragment monologu. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- 6.1. The woman moved to the States because her husband
- was disappointed with his colleagues' work.
  - was desperate to run his own business.
  - had hoped for a better job for 25 years.
  - did not want to live and work abroad any more.
- 6.2. Before going to America, the woman thought that
- it would be easy for her daughter to fit in.
  - her daughter would dislike American food.
  - their life in America would be much harder.
  - she might have problems with employment.
- 6.3. The woman says that she
- has found it challenging to get adjusted.
  - would feel better in Latin America.
  - should have gone to Africa instead.
  - knows Americans thanks to sitcoms.
- 6.4. While in the US, she is confused by
- people's eating habits in parks.
  - the triviality of American commercials.
  - regulations and linguistic differences.
  - too many old neglected houses.
- 6.5. The speaker's opinion of the United States is
- extremely complimentary.
  - relatively balanced.
  - entirely enthusiastic.
  - utterly disapproving.

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

### Zadanie 7 (5 pkt.)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

#### Retraining your brain

'What?' When Nicole Davis was six, that was her standard reply to even the simplest question. Although seemingly bright, she lagged far behind her peers in speaking and had a hard time making friends. So her mother Donna enrolled her in Fast ForWord, a powerful video-game programme developed by Scientific Learning Corp. of Berkeley, California, to aid children like her who cannot process the sounds of language fast enough to comprehend normal speech. Nicole spent six weeks of intense game playing at a speech clinic in New Jersey, emerging 'like a different child', Donna Davis says. Today the lively second-grader chatters away with classmates, gets good grades and has good reading skills. As Nicole puts it, 'I like to write stories and poems, read books and play with my friends'. The software that allowed Nicole to shine represents a promising application of recent and remarkable discoveries about the power of the brain to learn new tricks. Scientists are finding that the brain is

not rigidly fixed like a computer chip – and can rewire itself throughout life with the help of rigorous training. The Fast ForWord games are like mental aerobics – designed to strengthen weak connections in those parts of the brain that support language skills.

While Fast ForWord hasn't helped everyone, it has shown remarkable success with many kids who suffer from a condition known as central auditory processing disorder. People with this ailment, which may afflict up to 4 million primary and secondary school students, have difficulty distinguishing between phonemes – the basic building blocks of language – and particularly between consonants like b, d and p. The condition may also retard reading, since the children can't easily match up the indistinct sounds they hear with the letters on a page.

The discovery also represents a business opportunity. Scientific Learning is an education start-up that plans to launch an initial public offering in mid-July. The vast but fragmented market for reading improvement already encompasses clinics, homes and schools. Scientific Learning scored its biggest coup in May with a pilot project to provide Fast ForWord to the Chicago public school system. Right now, private clinicians are the chief providers of Fast ForWord training, which can cost more than \$2,500.

Scientific Learning may have problems with winning broad acceptance and gaining profits in a market marked by fierce competition and frequent disdain for the money motive. But the payoff for any company that can help kids overcome barriers to learning must be measured in more than dollars.

Abridged from „The Time”.

- 7.1. Donna enrolled Nicole in Fast ForWord programme, because she
- considered that Nicole needed professional help to ease her language problems.
  - wanted to boost Nicole's genuine enthusiasm for writing stories and poems.
  - realised that her highly accomplished daughter could not make friends easily.
  - thought that Nicole would benefit from playing sophisticated computer games.
- 7.2. The treatment developed by Scientific Learning Corp. makes use of
- different verified neurological theories.
  - the remarkable plasticity of the human brain.
  - a computer programme showing a tricky therapy.
  - similarities between the brain and the microchip.
- 7.3. Which is not true about Fast ForWord programme?
- It has been widely introduced to the public school system.
  - It can help children overcome serious problems with reading.
  - It is especially suitable for the central auditory processing disorder.
  - The condition of some children involved in it has not improved.
- 7.4. Scientific Learning Corp. may expect
- initial public disapproval.
  - widespread acceptance.
  - modest success.
  - huge profits.

7.5. In the text, the author implies that

- A. children can comprehend speech much faster than grown-ups.
- B. the human brain does not have any mysteries for us to consider.
- C. scientists work really hard to help learning companies enter the market.
- D. the latest findings of Scientific Learning should be given a chance.

### Zadanie 8 (4 pkt.)

Przeczytaj tekst, z którego usunięto cztery zdania. Spośród zdań A-E dobrać brakujące tak, aby otrzymać spójny i logiczny tekst. W każde wolne miejsce (8.1.-8.4.) wpisz literę, którą oznaczone zostało brakujące zdanie. Jedno z podanych zdań nie pasuje do tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Identity theft can cost you for years to come – don't be the next victim. No sooner had Vivienne Starkey opened her front door than the phone rang. It was a woman from Vodafone wanting to update the security details of her account. The caller read out her account number and asked her to verify first her date of birth, then her mother's maiden name.

On Monday morning Vivienne went to get some cash from her Halifax account, but the machine refused. Printing out a statement, she found that £2,500 had been transferred out of her account. Assuming it was the bank's error, she rang them. She discovered that someone had called the bank claiming to be her. There was a password on her account, but the caller had said she couldn't remember it. However, she did know Vivienne's date of birth and mother's maiden name. **8.1.** \_\_\_\_\_ Vivienne had been the victim of identity theft, the twenty-first century's fastest-growing crime.

The Association for Payment Clearing Services estimates that it cost us £30 million on card accounts last year – a rise of 45% over the previous year. Commentators outside the banking industry, such as D. K. Matai, executive chairman from a technology security firm used by the Government and insurance agencies, believe the real cost is much higher and is concealed for fear of damaging customer confidence. **8.2.** \_\_\_\_\_

Could it happen to you? If you have a credit card or bank account, then yes. The simplest and most common type of attack is simple credit or debit card fraud. When credit cards were first introduced in the 1960s, it was never envisaged that they would threaten cash as the preferred way to pay and security was rudimentary. **8.3.** \_\_\_\_\_

The banking industry has made some positive gestures, however, such as the new 'chip and PIN' cards. Instead of confirming a payment with a signature, which is easy to forge, the shopper discreetly taps in a four-digit PIN into a keypad, which is checked against data stored on the chip. But the PIN won't be used for transactions over the phone or the Internet, so will do little to combat this type of fraud.

**8.4.** \_\_\_\_\_ By contrast, in the US there is already a law against trafficking in credit card details 'with an intent to defraud'. For the time being it seems it's up to you to protect yourself from identity thieves.

Abridged from Peter Woolrich, „Reader's Digest”, 2004.

- A. Identity theft could be increasing at closer to 500 per cent a year.
- B. It was introduced by banks as a security measure and most online retailers now require you to give it, to prove you actually own the card.
- C. One problem for the police is that, under current British law, identity fraud isn't fraud until personal details are actually used to purchase something: simply conning them out of you isn't theft.
- D. Some would argue that today, despite our heavy reliance on cashless spending, security is still lax.
- E. That was enough to gain access.

### Zadanie 9 (3 pkt.)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

Are you superstitious? Do you believe in good luck and bad luck? And, if so, how do you go about avoiding bad luck?

One person in four in Britain is, apparently, superstitious, and they'll do everything from hanging horseshoes over their fireplace to **9.1.** \_\_\_\_\_ their fingers, touching wood and absolutely never walking under a ladder. And they're careful about cats. Black cats are **9.2.** \_\_\_\_\_ to be the familiars of witches or warlocks, so if one is following you, it's definitely bad luck – a witch is after you! **9.3.** \_\_\_\_\_, if one crosses your path and continues, then it's good luck because it hasn't taken any notice of you. In some places the beliefs are different – so it pays to know where your black cat comes from!

Old superstitions linger even in today's modern world. The author Philip Pullman drew on them in his award winning trilogy of novels His Dark Materials. They are also the subject of research by Dr Richard Wiseman at the University of Hertfordshire. He believes that some people **9.4.** \_\_\_\_\_ want to be unlucky because it helps them to avoid **9.5.** \_\_\_\_\_ responsibility for their own failings. It's easier to say 'I failed the exam because I'm just an unlucky person.' than to admit that you didn't work **9.6.** \_\_\_\_\_ enough.

Adapted from BBC World Service.

- |                      |              |
|----------------------|--------------|
| <b>9.1.</b>          | <b>9.4.</b>  |
| A. crossing          | A. lastly    |
| B. folding           | B. presently |
| C. keeping           | C. shortly   |
| D. bending           | D. actually  |
| <b>9.2.</b>          | <b>9.5.</b>  |
| A. allowed           | A. to taking |
| B. told              | B. taking    |
| C. supposed          | C. to take   |
| D. concerned         | D. take      |
| <b>9.3.</b>          | <b>9.6.</b>  |
| A. On the other hand | A. harder    |
| B. Consequently      | B. hardly    |
| C. Therefore         | C. hard      |
| D. Instead           | D. hardest   |

**TRANSKRYPCJA NAGRAŃ****POZIOM ROZSZERZONY - CZĘŚĆ II****Zadanie 4**

Here's an announcement for Customers of the South Eastern train service of London Rail. Due to possible industrial action by signalling staff on Wednesday 20 th July passengers from Ashford and Sevenoaks travelling to the City should change at Bromley South. Please note that the last trains will leave around 6 p.m.

Season tickets for other routes to London will be valid on those trains, but you must remember that season tickets issued by London British Rail are not valid on London Underground.

Demand for accommodation on these services, and for car parking at stations, is expected to be high. Please bear this in mind when planning your journey.

We do hope that the increased service we are able to offer this week will be of use to you, although we realise, of course, that it cannot satisfy all of our customers. We are aiming to operate the best service we can with the facilities that Railtrack are able to make available.

We will do our best to keep you fully informed about the rail travel situation by means of local radio and TV stations.

Once again we regret the continued disruption to our customers.

Adapted from leaflet published by South Eastern Train Service.

**Zadanie 5**

Welcome to our weekly programme – What is your view? Today we are talking about television – that box in the corner of our rooms. Is it a helpful invention or a health hazard? Let's listen to some opinions.

**Speaker 1:**

Television is a marvellous invention, just as the radio, telephone and personal computer are. But television must be respected and used in a sensible way. With the advent of new programming systems, the choice of excellent programmes is overwhelming, you just have to make the right choices.

**Speaker 2:**

There have been many hard-hitting attacks on our television culture recently. You may wonder if we should really criticise our society for being addicted to the telly. Of course there is dumbing down and of course there are couch potatoes. But this is not the fault of television. It is easy to abuse television, but the culprit is frequently the viewer.

**Speaker 3:**

Television gives immediate gratification in the same way as fast food. Watching television is too easy and too passive. It steals your time and diminishes your imagination. By contrast, the act of reading is active. It invigorates and exercises your mind. Your senses are given a workout, and you feel a lot better.

**Speaker 4:**

The wide selection of channels doesn't let you focus on what you are watching. I am quite certain that continuous channel-hopping impoverishes children's powers of concentration and betrays the creed that rewards have to be earned. Don't you think it is all so easily accessible that it becomes unfulfilling?

**Speaker 5:**

Television has made us reluctant to prepare food and cook. Instead we choose ready meals to consume in front of the box. Ask people and they will soon tell you how stressed they are, claiming that they simply have no time. Yet, they do not think twice about hiring a video or seeing a recorded programme they have missed whilst watching another channel.

**Speaker 6:**

Trying to choose something to watch these days has become like trying to choose a political party to vote for. Sitcoms, reality shows, things like that. You call it a choice? Nowadays quantity does not go together with quality. In the end I just choose not to participate. How about a game of tennis, instead?

Adapted from „The Times”, March 2005.

**Zadanie 6**

We speak the same language, watch the same television, eat the same food, but everyone knows that life in Britain and America is different. But how different...

Seven months ago I agreed to leave London for Washington DC. My American born husband, Allan, was desperate to return to his home continent after 25 years in London, and work for the US branch of the Environmental Investigation Agency.

We arrived in late September to a glorious fall. Within weeks my two biggest fears about crossing the ocean proved unfounded. Despite being a freelance journalist in a city that was crammed with all sorts of people writing articles for newspapers and magazines, it was not difficult to find work. And our two-year old daughter Jessie, far from being confused by the change, took to America like bread to peanut butter. Yet, in all honesty, living in the States has been one of the most difficult things I have ever done.

The culture shock has been worse because I simply didn't expect it. If we had moved to Colombia, say, or Kenya, I would have prepared myself. But because every British high street has McDonald's, Gap and Starbucks, because we all watch Friends and The Simpsons, because, in short, we're so thoroughly influenced by American culture, I simply didn't expect living here to feel so very, very different from home.

It's the simple, everyday things that are so disorienting. The incomprehension that greets me when I forget to ask for the restroom instead of the toilet. The endless rules on public behaviour that leave one risking arrest for drinking a beer in a park on a sunny day, or eating an apple on the underground. The truly terrible television with its bombardment of medical ads offering all sorts of cures and the lack of almost any building more than 200 years old.

I fear I'm sounding anti- Yankee. There are, of course, many good things about living here. The American dream, it seems to me, is still alive and well. Compared with Britain, the United States offers a genuinely fluid society in which people who work hard or have good ideas can improve their lot in life far more quickly and dramatically than in the class-ridden old country.

Almost everything is cheaper, including, happily, transatlantic phone calls. Still, if and when we move back to London, I will draw good lessons from my stay here as well as bad ones.

Abridged from Passport To Happiness, Red, 2005.

**ODPOWIEDZI I SCHEMAT PUNKTOWANIA**

**POZIOM ROZSZERZONY**

**Zadanie 1**

Za każde poprawne rozwiązanie przyznajemy 0,5 punktu. Maksimum 2,5 punktu.

1.1.	1.2.	1.3.	1.4.	1.5.
spectacular	approximately	settlers	decisive	conquest

Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

**Zadanie 2**

Za każde poprawne rozwiązanie przyznajemy 0,5 punktu. Maksimum 2,5 punktu.

2.1.	2.2.	2.3.	2.4.	2.5.
can't/couldn't have sent	being unable to sing	there are hardly any tickets	had our house burgled	take Anne long to recover/take long for Anne to recover

Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

**Zadanie 3**

Sprawdza egzaminator zgodnie z kryteriami. Maksimum 18 punktów.

**Zadanie 4**

Za każde poprawne rozwiązanie przyznajemy 1 punkt. Maksimum 4 punkty.

	true	false
4.1.		X
4.2.		X
4.3.	X	
4.4.	X	

**Zadanie 5**

Za każde poprawne rozwiązanie przyznajemy 1 punkt. Maksimum 6 punktów.

	A	B	C	D	E	F	G
5.1.			X				
5.2.							X
5.3.	X						
5.4.		X					
5.5.				X			
5.6.						X	

**Zadanie 6**

Za każde poprawne rozwiązanie przyznajemy 1 punkt. Maksimum 5 punktów.

	A	B	C	D
6.1.				X
6.2.				X
6.3.	X			
6.4.			X	
6.5.		X		

**Zadanie 7**

Za każde poprawne rozwiązanie przyznajemy 1 punkt. Maksimum 5 punktów.

	A	B	C	D
7.1.	X			
7.2.		X		
7.3.	X			
7.4.			X	
7.5.				X

**Zadanie 8**

Za każde poprawne rozwiązanie przyznajemy 1 punkt. Maksimum 4 punkty.

	A	B	C	D	E
8.1.					X
8.2.	X				
8.3.				X	
8.4.			X		

**Zadanie 9**

Za każde poprawne rozwiązanie przyznajemy 0,5 punktu. Maksimum 3 punkty.

	A	B	C	D
9.1.	X			
9.2.			X	
9.3.	X			
9.4.				X
9.5.		X		
9.6.			X	

Zadanie maturalne opracowała: Anna Grochowska, egzaminator, nauczycielka języka angielskiego w I LO w Białymstoku.

