

Sprawdź,  
czy zdasz!

# Egzamin maturalny język angielski

## Poziom rozszerzony

**Maturzysto!** Za tydzień matura. To ostatni dzwonek na powtórzenie materiału. Dziś drukujemy próbną maturę z języka angielskiego na poziomie rozszerzonym z odpowiedziami. Nagrań słuchaj w serwisie [www.edulandia.pl](http://www.edulandia.pl)

### CZĘŚĆ I

Czas pracy: 120 minut

#### STOSOWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

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

Uzupełnij poniższy tekst. W luki (1.1.-1.5.) wpisz po jednym brakującym wyrazie tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpiśnianych wyrazów. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

The Great Wall of China never looked so tasty - in an 1.1. \_\_\_\_\_ to encourage the Chinese to eat more chocolate, a team of confectioners have built a 10-meter long replica of the structure out 1.2. \_\_\_\_\_ the sweet stuff. The wall is made from solid dark chocolate bricks stuck 1.3. \_\_\_\_\_ with white chocolate. It is one of the attractions at the World Chocolate Wonderland exhibition and trade show which will open to the 1.4. \_\_\_\_\_ later this month. Up to 80 tons of chocolate 1.5. \_\_\_\_\_ used in making the exhibition displays.

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

Przetłumacz na język angielski fragmenty (2.1.-2.5.) tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

Jenny refused 2.1. \_\_\_\_\_ (odpowiedzi na jakiegokolwiek pytania) about her private life.

Had I known 2.2. \_\_\_\_\_ (jak długo będziemy musieli czekać) I wouldn't have agreed to come.

The boy was safe all the time. You 2.3. \_\_\_\_\_ (niepotrzebnie się martwiłście) so much.

I hope this test will help me 2.4. \_\_\_\_\_ (przygotować się do) my final exam.

Mrs. Martin is planning to move to Florida as soon as she 2.5. \_\_\_\_\_ (przejdzie na emeryturę) \_\_\_\_\_.

##### Zadanie 3. (1,8 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. Opisz zabytkowy budynek, który z dumą pokazałbyś/alabyś obcokrajowcowi przyjeżdżającemu z wizytą.
2. Napisz opowiadanie, którego bohater pomaga obcej osobie, w wyniku czego jego życie ulega zupełnej zmianie.
3. Napisz recenzję książki biograficznej, która cię zainspirowała.

Uwaga: jeśli praca będzie zawierać więcej niż 300 słów, otrzymasz za jej kompozycję 0 punktów.

### CZĘŚĆ II

Czas pracy: 70 minut

#### ROZUMIENIE ZE SŁUCHU

##### Zadanie 4. (6 pkt)

Usłyszysz dwukrotnie tekst na temat jednego z amerykańskich prezydentów. Na podstawie usłyszanych informacji 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. Woodrow Wilson's father was an active politician.		
4.2. Wilson worked as a lawyer right after graduating from university.		
4.3. Conflicts over students' discipline made Wilson leave Princeton.		

4.4.	Wilson's administration introduced a new type of tax.		
4.5.	Wilson supported American involvement in World War I right from the start.		
4.6.	After his term of office was over, Wilson toured the country.		

##### Zadanie 5. (5 pkt)

Usłyszysz dwukrotnie wypowiedź na temat trzech wymierających zawodów. Na podstawie usłyszanych informacji, odpowiedz na pytania 5.1.-5.5. Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. Iceman
- B. River driver
- C. Switchboard operator

	In which job...	A	B	C
5.1.	customers were asked to wait before they could be helped?			
5.2.	people sometimes got hurt?			
5.3.	there were seasonal breaks in the work?			
5.4.	young men were rather unwelcome?			
5.5.	people earned more money than other manual workers?			

##### Zadanie 6. (4 pkt)

Usłyszysz dwukrotnie tekst o preferencjach smakowych malutkich dzieci. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- 6.1. According to the text „food imprinting”
  - A. depends on what a mother gives an infant.
  - B. means you will hate the same foods as your mother.
  - C. is a process that concerns only fluids, not solid foods.
  - D. happens at the prenatal stage of our lives.
- 6.2. The research conducted on little babies showed that
  - A. babies should be given many cereals to choose from.
  - B. babies ate more if they were familiar with the taste.
  - C. certain kinds of cereals made the babies healthier.
  - D. certain flavors e.g. peaches and anise are linked.
- 6.3. The study conducted on animals suggests that
  - A. the newborns usually prefer junk-food to healthy food.
  - B. junk-food is not a problem if mixed with healthy diet.
  - C. nursing mother's diet influences her baby's preferences.
  - D. babies used to healthy food will not like junk-food.
- 6.4. The text advises mothers
  - A. not to worry if they eat something forbidden once in while.
  - B. to be careful, as alcohol can damage the unborn baby's brain.
  - C. that children should not be presented with too many flavors.
  - D. to feed their children fruits, since vegetables taste too bitter.

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

##### Zadanie 7. (4 pkt)

Przeczytaj poniższy tekst, z którego usunięto cztery zdania. Do bierz brakujące zdania (A-E), tak aby otrzymać logiczny i spójny tekst. W każdej lukę (8.1.-8.4.) wpisz literę, którą oznaczono jest brakujące zdanie. Jedno zdanie podane zostało dodatkowo i nie pasuje do tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Coaststeering is an adrenaline-fueled new sport that is one of the fastest-growing activities across Britain, with more than 15,000 people trying it for the first time last year. The aim is to move along the intertidal coastline by swimming, climbing and jumping. On a calm day, over easy area, it can be as easy as one two three. 7.1. \_\_\_\_\_ What's more, it's one almost anyone can try, provided they're wearing a wetsuit, buoyancy aid, helmet and a pair of trainers.

Obviously, jumps of 250ft into water are almost always fatal. Of the 1,200 people who jumped from San Francisco's Golden Gate Bridge, only 29 have survived. Which begs the question: why would anybody of sound mind and body want to jump from a great height into water? 7.2. \_\_\_\_\_ I'm already seriously out of my depth, as I'm jogging slightly to keep up with him, sweating because of my wetsuit, lifejacket and anxiety.

"I'm taking you to Anstys Cove," he explains. "I've checked the water depth, but you need to watch out for seals, pallets or other stuff floating in the water as you jump." Thanks, Mick. I'll ponder the thought on the way down. We check our gear and then he runs to the edge and disappears. Several seconds later I hear a faint splash. I shuffle towards the edge of the cliff, noting that the distance between me and the deep blue sea is greater than the height of my house. "On three!" yells Mick. 7.3. \_\_\_\_\_ As I jump I hear screaming. It's me.

Time slows down, like in a cartoon. I'm holding my nose with one hand and my helmet with the other and all I can do is wait for the impact. Even from just 40ft jumpers have plenty of time for regret, but then I hit the waves, plunging down in a white whirl of bubbles. I look up, seeing sunlight piercing the surface, and then my lifejacket drags me back up. I spatter, take a big gulp of air, and realise that I want to go again, only from a greater height.

It seems unlikely, but this ridiculous pursuit has claimed surprisingly few lives. 7.4. \_\_\_\_\_ My fear is gone now. I meet up with Jennings and a group of other brave guys like me the following day. We start cautiously, jumping from 6ft into a sheltered cove and then swim out of it into the open sea. We follow Jennings into a hidden cave. It's a world reserved for the mermaids. We leave the cave and swim towards an offshore rock. Jennings drags himself onto it and climbs to the top. It's the highest jump of the day, but we're ready. Jennings watches as we leap into the green surf and shakes his head. "A hundred years ago, no one in his right mind would have come anywhere near a place like this."

abridged from [www.timesonline.co.uk](http://www.timesonline.co.uk)

- A. Add cliff jumps, rip currents and surging Atlantic swell into the equation, however, and you've got yourself a real adrenaline sport.
- B. I go on, the fear of being thought a coward greater than my dread of what's ahead.
- C. Only last year, over 200 people had to be hospitalized having been hurt by hitting some floating objects or simply failing to enter the water in a correct position while coaststeering.
- D. I'm pondering this as I follow Mick Jennings, extreme-sports enthusiast, towards a cliff-top safety fence.
- E. Leaving aside the terminally depressed, those who die after jumping off cliffs have usually ignored basic safety rules.

##### Zadanie 8. (5 pkt)

Przeczytaj poniższy 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.

Dog shows and purebred dogs in general haven't had the best press in the last year or so. It began in August with the airing of a BBC documentary. It claimed that purebred dogs are prone to being sickly, weak and riddled with genetic diseases. Mostly it was supposed to be because of breeders selecting their dogs for specific and often freakish traits that win at dog shows but leave them unfit for living the life of a normal dog. Consider for example that the dog who won top honors in 2003 at one of Britain's most prestigious dog shows had to be photographed afterwards while lying on an icepack because he couldn't breathe well enough to efficiently cool his own over-heated body.

In response to the BBC documentary, Britain's Kennel Club warned breed clubs that the most extreme traits wouldn't be tolerated any more. It was too little, too late, however. Purebred dogs really are in a lot of trouble. By restricting breeding pools, which is how you create and maintain "pure" breeds in the first place, you limit genetic diversity. Selecting dogs for a single set of characteristics that help them win at dog shows instead of, for instance, how healthy, happy and long-lived they are, limits it even further. This in turn can lead to a population that's weaker, less fertile and in poorer health. Given that many breeds have high rates of certain types of cancer, joint deformities, heart and eye problems, aggression, nervousness and other conditions known to have a strong genetic component, the evidence that's happening now is clear.

But limiting criticism of purebred dog breeding to show dogs misses the bulk of the problem. Hundreds of thousands of purebred dogs are born every year that never step into a show ring. In fact, only the tiniest fraction of purebred dogs are produced by show breeders. Even if the impact of dog shows on purebred dogs were entirely negative, eliminating them would do virtually nothing to reduce genetic problems in purebred dogs. That's because it is the mass producing puppies for profit not for shows that leads to bad breeding decisions. Also, because most genetic conditions don't manifest themselves until adulthood, long after the commercial breeders that produced those puppies have forgotten they existed. In addition, though many people certainly make their breeding decisions carefully, but it's likely that many do so without a clear

# LISTENING. WRITING. TASTING.



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understanding of the genetics of the dogs whose genes they are uniting.

The predominant cultural norm among show breeders is quite different. The best among them do genetic testing on their dogs, sell them with contracts guaranteeing against certain health problems and provide a lifelong safety net if the buyer is unable to keep the dog in the future. Also, show dogs don't just need to be "pretty" to win at dog shows; they usually have to at least appear to be healthy and fairly adaptable temperamentally. While trotting around a show ring isn't physically stressful, being out and about among all the other dogs and people is a fairly good way for finding out if your dog's well behaved or not. After all, if a dog is a bundle of nerves, starts fights with other dogs, bites his handler and has diarrhea every time you give him unfamiliar water, he's not likely to be a successful show dog. That's why good show breeders try to select for everything at once - health, vigor, steady nerves and the physical characteristics that win ribbons. So instead of condemning the system, let's just try to think how to reform it to prevent unpleasant incidents in the future.

abridged from www.sfgate.com

- 8.1.** The BBC documentary mentioned in the first paragraph
- A. provoked a wave of criticism against dog shows.
  - B. described the most required traits in purebred dogs.
  - C. started a fashion for a certain freakish type of dog.
  - D. suggested participating in shows may harm dogs.
- 8.2.** According to the second paragraph of the text
- A. limiting genetic pools in breeding may lead to lower fertility.

- B. Britain's Kennel Club threatened to ban dog shows.
  - C. dog breeders in Britain are now facing lots of difficulties.
  - D. breeders use genetic manipulation to prevent some diseases.
- 8.3.** What can we learn from the third paragraph?
- A. Genetic conditions are difficult to notice in adult dogs.
  - B. Most purebred dogs are not produced by show breeders.
  - C. Shows have mainly negative effect on dog breeding.
  - D. Thousands of dogs take part in dog shows each year.
- 8.4.** According to the fourth paragraph
- A. during a show it's impossible to deduce if a dog is fit.
  - B. it is difficult to make claims against commercial breeders.
  - C. taking part in shows requires a lot of strength from the dog.
  - D. some breeders guarantee to take a dog back if necessary.
- 8.5.** The main aim of the article is to
- A. criticize people's obsession with purebred dogs.
  - B. present the sources of problems with purebred dogs.
  - C. encourage the use of more diverse breeding pools.
  - D. present the latest trends in dog breeding.

Zadanie 9. (3 pkt)

Przeczytaj tekst, a następnie wybierz właściwe, poprawne pod względem gramatycznym i leksykalnym, uzupełnienie luk 9.1.-9.6. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

Lyrical dance is receiving much attention lately through the reality show, So You Think You Can Dance. For example, in the show's last 9.1. \_\_\_\_\_ season, the winner was a lyrical dancer.

Lyrical dance is a modern form that fuses modern dance, jazz, and ballet. Lyrical dance is often 9.2. \_\_\_\_\_ to as contemporary dance.

Unlike other dance forms, lyrical dance is far less concerned with a dancer's physique. Sometimes, jazz and ballet dancers 9.3. \_\_\_\_\_ to the lyrical style because they lack the traditional dancer's build. It is quite common to see lyrical dancers who are not extremely thin. However, lyrical dance demands a high flexibility, so dancers with a nontraditional build 9.4. \_\_\_\_\_ need to be in excellent physical shape to perform.

Lyrical dance also appeals to those who are slightly older. Most dance teachers comment that it is quite difficult to teach lyrical dance to younger students, as they simply 9.5. \_\_\_\_\_ the ability to convey emotions they haven't yet experienced. There are, of course, exceptions, but one frequently sees lyrical dancers who, 9.6. \_\_\_\_\_ the age of 25 to 30, are considered too "old" for ballet.

- 9.1.** A. year C. year's  
B. years D. years'
- 9.2.** A. called D. named  
B. known D. referred
- 9.3.** A. draw D. have drawn  
B. are drawn D. would draw
- 9.4.** A. still D. very  
B. they D. mostly  
C. lack D. waste
- 9.5.** A. miss C. lack  
B. need D. waste
- 9.6.** A. in C. from  
B. at D. are

## TRANSKRYPCJA

### Zadanie 4.

The 28<sup>th</sup> president of the United States and winner of the Nobel Peace Prize, Woodrow Wilson transformed the presidency into the institution we know today. Like Theodore Roosevelt before him, Wilson regarded himself as the personal representative of the people.

He was born just before the Civil War in Virginia, to parents of a predominantly Scottish heritage. Since his father was a Presbyterian minister, Woodrow was raised in a deeply religious and academic household.

Young Woodrow graduated from Princeton and the University of Virginia Law School. After a short period of legal practice in Atlanta, he entered upon an academic career - first as a professor and then as Princeton's president.

He became one of the founders of the discipline of political science. He was also an enormously successful lecturer and a productive scholar. As president of Princeton, he transformed it into a world-class university, but clashes with the faculty and alumni caused him to resign and begin a full-time political career. In 1912, two years after being elected governor of New Jersey, he was elected president.

Wilson was a liberal who wanted a more perfect government to reflect a more perfect world. His administration introduced fundamental domestic reforms, including the modern progressive income tax, tariff reform, and federal aid to education and agriculture. And yet this very same administration actually resegregated federal offices and oversaw some grave abuses of civil liberties.

Wilson viewed the outbreak of war in 1914 as the result of European imperialistic rivalries and arms races and sought to protect American neutrality against both British and German violations of American rights on the high seas. His efforts to end the war through mediation failed, and, in April 1917, he asked Congress to declare war against Germany. The President mobilized the nation for total war for the first time in its history. American soldiers in France helped the Allied and Associated powers to bring the war to an end. Wilson led the American delegation to the Paris Peace Conference, which negotiated the Treaty of Versailles.

Back at home, however, the Senate declined to ratify the treaty. This stunning defeat resulted from Wilson's initial unwillingness to compromise and then his health problems.

Against the warnings of his doctors, The President had made a national tour to win public support for the treaty. Exhausted, he suffered a stroke from which he never fully recovered. After his term of office expired, Wilson lived in retirement for the last three years of his life.

Adapted from <http://www.whitehouse.gov/about/presidents/woodrowwilson>

### Zadanie 5.

**ICEMAN.** Before electric refrigerators became popular in the 1940's, iceboxes needed to be regularly stocked with ice to keep

food cold. They hauled the ice blocks onto their backs and brought them into the cellars, kitchens etc. The icemen delivered about 14 tons per day all carried on their backs, which, if they weren't careful, resulted in all kinds of back injuries. They usually worked from about 3 a.m. to 3 p.m. earning a just \$27 a week for their hard work.

**RIVER DRIVER.** After trees were chopped down by loggers, river drivers, sometimes also known as river pigs, would float the logs downriver to sawmills. In some cases, large rafts were built to ferry the logs downriver and the journey would take a long time. In the winter, logs were piled on frozen rivers. The driving was suspended until the spring. Then, as the ice melted logs surged downstream with the flowing water. Crews worked ahead of the rush, removing obstructions in the water so the trees could flow. Other men traveled behind to free logs that were stuck. River drivers were the most dangerous step in the logging process, but drivers' wages were significantly higher than those of other blue-collar.

**SWITCHBOARD OPERATOR.** When the first commercial telephone exchange began in Boston in 1878, teenage boys were hired to be operators. But after they played too many pranks on their customers, the company started hiring women, and the industry was almost completely female for nearly a century. Operators used a 'cord board' to connect callers, plugging the incoming line and the metal peg into the corresponding hole on the board to connect with the correct phone line. Through the 1980's many long-distance phone calls were routed through operators. There was a limited number of lines and if all lines were busy, operators would take down the number of the caller and ring him back later when a circuit was available.

### Zadanie 6.

Does the smell of broccoli make you sick? You can't get enough sour crème potato chips? It's not because of what your Mom fed you growing up, as many people think. Studies confirm that food preferences may be set even before you're born. And those food preferences stem from what *your Mom* ate while she was carrying you inside her. The process is called "food imprinting," and it works because the scent and flavor of what a pregnant woman eats passes into the fluid surrounding the baby. The baby then ingests that fluid starting with the 12<sup>th</sup> week of pregnancy. Apparently, that's how we start to develop taste preferences.

The researchers tried to verify that. They invited pregnant women in their final trimester to drink carrot juice four days a week for three consecutive weeks. Later, when the babies of these women were born and could start eating cereal they were presented with a choice of flavors. It turned out that all preferred carrot-flavored cereal to other varieties and made fewer unhappy faces when exposed to carrot cereal than babies who had not had prenatal carrot juice. They also consumed 20 percent more carrot-flavored cereal than babies who didn't have exposure to carrot juice before birth. A series of similar studies have found parallel results. When mothers consumed lots of beans during pregnancy, their babies preferred beans after birth. In Europe similar results came up for garlic, peaches and anise preferences.

Another study was conducted in which pregnant animals were divided into two groups: one that ate healthy foods and another

that ate fatty, sugary, salty foods including donuts and chips. After giving birth, the offspring that had been exposed to healthy diets before birth wanted healthy foods, while the junk food fetuses turned into junk-food junkies with far more health problems than the animals that came from parents with healthier diets. The same research showed that what mothers eat while nursing their babies impacts the child's food tastes, too. If a mother can't get past pickles and ice-cream while pregnant, there's still hope of salvaging the baby's food tastes as long as the mother acts quickly after giving birth. In fact, what a child eats in the first seven months of life, combined with the mother's food intake in the last few months of pregnancy, sets that child's food preferences for life.

The obvious advice is that mothers should be careful. Rats exposed to alcohol before birth prefer alcohol-flavored water after birth and that might lead to alcoholism later in life. Also, babies naturally prefer sweet tastes, and given limited exposure to other tastes they can easily evolve into sugar junkies. Fetuses actually ingest fluid around them much faster when a sweet taste is present. Vegetables tend to taste bitter to babies, and so they prefer fruits, but exposing them to vegetables before birth can ameliorate that tendency. The trick is to be consistent. If mom eats a carrot every other week it isn't going to turn junior into a vegan after birth. By the same token, an ice-cream cone enjoyed by Mom every other month probably won't lead to baby's first words being chocolate-vanilla. There has to be repeated exposure.

abridged from <http://www.jonbarron.org>

## MODEL ODPOWIEDZI

### Zadanie 1.

1.1. attempt, 1.2. of, 1.3 together, 1.4. public, 1.5. were

### Zadanie 2.

2.1. to answer any questions, 2.2. how long we would have to wait, 2.3. needn't have worried, 2.4. (to) prepare for, 2.5. retires

### Zadanie 3.

zgodnie z kryteriami oceniania prac maturalnych

### Zadanie 4.

4.1. F, 4.2. T, 4.3. F, 4.4. T, 4.5. F, 4.6. F

### Zadanie 5.

5.1. C, 5.2. A, 5.3. B, 5.4. C, 5.5. B

### Zadanie 6.

6.1. D, 6.2. B, 6.3. C, 6.4. A

### Zadanie 7.

7.1. A, 7.2. D, 7.3. B, 7.4. E

### Zadanie 8.

8.1. A, 8.2. A, 8.3. B, 8.4. D, 8.5. B

### Zadanie 9.

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

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