

Miejsce  
na naklejkę

dysleksja

☐

MJA-R2\_1P-082

# EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO



MAJ  
ROK 2008

## POZIOM ROZSZERZONY

### CZĘŚĆ II

Czas pracy 70 minut

#### Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 7 stron (zadania 4 – 9). Ewentualny brak zgłoś przed rozpoczęciem 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. Błędne zapisy wyraźnie przekreśl.
5. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL.
6. Zaznaczając odpowiedzi w części karty przeznaczonej dla kława, zamaluj  pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe.
7. Tylko odpowiedzi zaznaczone na karcie będą oceniane.



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

*Życzymy powodzenia!*

Wypełnia zdający przed  
rozpoczęciem pracy

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

PESEL ZDAJĄCEGO

--	--	--

KOD  
ZDAJĄCEGO

## ROZUMIENIE ZE SŁUCHU

### Zadanie 4. (5 pkt)

Usłyszysz dwukrotnie fragment komunikatu dla studentów. 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.	Full-time students are entitled to free dental treatment.		X
4.2.	Registration with the University Health Service is optional.	X	
4.3.	You need to make an appointment to attend the medical interview.		X
4.4.	Students receive a medical record card during the interview.		X
4.5.	Short-term students should be prepared to pay for emergency treatment.	X	

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

### Zadanie 5. (5 pkt)

Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat pobytu w Nowym Jorku. Przyporządkuj poszczególnym osobom nagłówki odnoszące się do ich wypowiedzi. Wpisz odpowiednią literę (A–F) w każdą kratkę (5.1. – 5.5). Jeden nagłówek nie pasuje do żadnej wypowiedzi.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. NOT FOR THE WHOLE FAMILY
- B. NOT A UNIQUE PLACE ANY MORE
- C. AN OVERRATED TOURIST ATTRACTION
- D. MORE DANGEROUS THAN IT SEEMS
- E. A CITY THAT NEVER SLEEPS
- F. UNEXPECTED HOSPITALITY

5.1.	F
5.2.	E
5.3.	B
5.4.	A
5.5.	C

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 6. (5 pkt)**

Usłyszysz dwukrotnie wywiad z aktorką. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

**6.1. The role was stressful for Helen Mirren because**

- A. she disliked being questioned about the effort she put into it.
- B. *she did not know what the Queen might think of the film.***
- C. she was worried what the royal writer would include in his review.
- D. she expected the Queen to have a drink rather than watch the film.

**6.2. While preparing for the role Helen Mirren**

- A. *learnt to imitate the Queen's way of speaking.***
- B. did not feel like reading about the Queen.
- C. met the author of the book *The Little Princesses*.
- D. did not find looking at portraits helpful.

**6.3. The deer scene was difficult for her because**

- A. it was too personal for her.
- B. she was too moved to act.
- C. *the deer was not a real animal.***
- D. the surroundings made her feel uneasy.

**6.4. In her opinion, playing a real person**

- A. makes the actor intimidating.
- B. is bound to be a huge success.
- C. proves how talented the actor is.
- D. *is something best avoided.***

**6.5. The strongest image Helen has of the Queen is**

- A. the way the Queen shook her hand when she met her.
- B. the picture of the teenage Queen driving a car.
- C. *the image of the Queen as a teenage girl.***
- D. the aura of authority surrounding the young monarch.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**ROZUMIENIE TEKSTU CZYTANEGO I ROZPOZNAWANIE  
STRUKTUR LEKSYKALNO-GRAMATYCZNYCH****Zadanie 7. (5 pkt)**

**Przeczytaj poniższy tekst. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D.**

**Za każdą poprawną odpowiedź otrzymasz 1 punkt.**

I used to have these dreams about being a career woman. I wanted shoulder pads, briefcases and mobile phones. I wanted designer clothes and a flat which had wooden floors and white sofas and enormous bowls of lilies on every polished fruitwood table. I wanted a Mercedes sports car and chunky gold jewellery.

Unfortunately, life in PR is probably not the best way of going about it because PR seems to be one of the worst paid professions in the world. I know what I should have done, I should have gone into the City, because I graduated at the tail end of the eighties boom, and I could have made a mint, but I never had a very good brain for money, or numbers, and I would have been hopeless. And PR seemed like the easiest option. It sounded glamorous, exciting, and I wouldn't have to start as a secretary, which I was loath to do, because I would hate to have people asking me what I did for a living. In PR I was able to start as a Public Relations Assistant.

I answered an ad in the *Guardian*, and I went along for the interview. The offices of Joe Cooper PR were in a back street in Kilburn, not the most pleasant of areas, and from the outside it just looked like a big warehouse, but inside it was magnificent. A huge loft, wooden floors, brightly coloured chairs and velvet cushions, and a constant buzz of phone conversations from some of the most beautiful people I'd ever seen in my life.

And I looked completely wrong. There they were, everyone in jeans, super trendy T-shirts and big motorbike boots (which was the look at the time), and there I was in my little Jigsaw two-piece cream suit, with matching high heels and a briefcase clutched in my hand to look more professional.

I remember thinking when I walked in, 'Why oh why didn't I research this before I came,' but then Joe Cooper came to shake my hand. 'You must be Libby,' he said, and as soon as I met him I knew I'd like him, and, more importantly, I knew he'd like me. And he did. And I started next week on a pittance, but I loved it. God, how I loved it.

Within a month, all my friends were green with envy, because I was already on first name terms with some of the hottest celebrities on TV, and I spent my days helping the executives, typing press releases, occasionally babysitting those celebrities on their excursions to radio and television shows where they plugged their latest book, or programme, or film. And I was so excited, and I met so many people, and my Jigsaw suit was placed firmly at the back of my wardrobe as I dressed like the others and fitted in.

My social life is swings and roundabouts. Sometimes I'm on a social whirl, out almost every night, grateful for the odd night in, watching television and catching up on my sleep. But then everything will slow down for a while, and I'll be in every night.

I talk to Jules every day, about five times, even if we don't really have anything to say to each other, which we don't usually, because what news can you possibly tell someone you last spoke to an hour ago? We usually end up talking nonsense. She'll phone me up and say, 'I've just eaten half a packet of biscuits and a cheese and pickle sandwich. I feel sick.'

Or I'll phone her and say, 'I'm just calling to say hi.'

And she'll sigh and say, 'Hi. Any news?'

'No. You?'

‘No.’

‘Okay, talk to you later.’

‘Okay.’

Jules is my sister, my friend, my touchstone. Not that she is, of course, she just feels like it, and Jules is the wisest woman I know. I’ll sit and bore her with my latest adventure, and she’ll listen very quietly, wait for a few seconds when I’ve finished before speaking, which used to bother me because I thought that she was bored, but actually what she is doing is thinking about what I have said, formulating an opinion, and when she gives me advice it’s always spot on, even if it might not be exactly what I want to hear.

*abridged from Jane Green, ‘Mr Maybe’*

**7.1. The first two paragraphs make you think that the narrator wishes she**

- A. were a secretary in the City.
- B. *were able to earn more money.***
- C. had more understanding friends.
- D. had not left university in the 80s.

**7.2. On the day of the interview, the woman**

- A. realized that it was wrong to wear jeans to work.
- B. admired the exterior of the company main building.
- C. *was overwhelmed by the interior of the company offices.***
- D. regretted the fact that nobody noticed her elegant clothes.

**7.3. Her job in PR involved, among other things,**

- A. interviewing celebrities.
- B. issuing public statements.
- C. looking after celebrities’ kids.
- D. *accompanying famous people.***

**7.4. The woman’s social life**

- A. *is rather varied.***
- B. always exhausts her.
- C. is spoilt by her sister.
- D. has changed recently.

**7.5. The narrator presents Jules as a person**

- A. whose opinions do not make much sense.
- B. whose life stories she always finds boring.
- C. who persists in talking about unhealthy diets.
- D. *who tends to provide her with the right counsel.***

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

### Zadanie 8. (4 pkt)

Przeczytaj uważnie tekst, z którego usunięto cztery zdania. Spośród zdań A–E dobierz brakujące tak, aby otrzymać spójny i logiczny tekst. W każdą lukę (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.

#### THERE'S A BRAT IN MY KITCHEN

If prime-time television is a social barometer, then we've become a nation of petrified parents afraid to stand up to our foul-mouthed, hyperactive, kicking and screaming children. Even if the media exaggerate the problem to grotesque proportions, giving in to children seems to be a modern disease.

8.1.     B     Let me tell you a few of my own. Recently, I sat in my back garden watching a child repeatedly spit at and kick my daughter Imogen while his mother ignored him and sipped her tea. When I mumbled that maybe she could ask him to stop, she merely said: 'She obviously upset him. He's very sensitive.' On another occasion, when the same boy pushed a child, his mother rushed to his defence: 'Oh, why does he always get the blame?' But then I shouldn't cast stones. I started out as a naive mother with a Penelope Leach baby book to hand. From this I took the message that if I was cuddly and loving, that would be enough. 8.2.     E    

It is ironic that the country that once swore by 'spare the rod and spoil the child' and 'children should be seen and not heard' now resounds to the noise of whines and tantrums in every shopping centre. 8.3.     C     Linda Blair, a clinical psychologist, claims that they fear offending their children. 'We want children to be our friends. But we would help them to be more independent if we stopped over-indulging them.'

Some would say the rot set in during the 1960s and 1970s, when trendy parents were reluctant to do anything as 'heavy' as scold their children. After detailed studies of families in the 1970s, the American psychologist, Diana Baumrind, identified three types of parent: authoritarian parents, authoritative parents and permissive parents.

Suddenly, permissive parenting was seen as damaging. Children of authoritarian parents were often discontented, and mistrustful. Only authoritative parents stood out. 8.4.     A     Principles of authoritative parenting are outlined today in many books, on websites and on telephone helplines. So why are we still raising badly behaved kids?

*abridged from www.telegraph.co.uk*

A.	Their children were independent, more popular, behaved better, and achieved more highly than the other family types.
B.	Most of us have stories about brattish behaviour.
C.	It is common to hear parents whose children are misbehaving pleading helplessly with them to stop.
D.	However, many of us live far from our own families, with no sense of community and little support.
E.	However, I soon learnt that children need structure and firm guidance, too.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

### Zadanie 9. (3 pkt)

Przeczytaj poniższy tekst i uzupełnij luki 9.1. – 9.6. Z podanych możliwości odpowiedzi wybierz właściwą tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

Scientists are developing the world's first DNA and tissue bank to preserve thousands of animals 9.1. \_\_\_\_\_ extinction, in an international project called the *Frozen Ark*. Hundreds of species become extinct every week and thousands more 9.2. \_\_\_\_\_ to disappear over the next 30 years.

1,130 species of mammals and 1,183 species of birds have been mentioned in a report presented to the *United Nations Environmental Programme*. Under the initiative, tissue from thousands of mammals, birds and reptiles will be frozen to ensure that genetic blueprints are secured, to be used if the species 9.3. \_\_\_\_\_ out.

Priority is to be given to animals in danger within the next five years and those already extinct in the wild. The first entrants to the *Frozen Ark* will include the yellow seahorse and the British field cricket, 9.4. \_\_\_\_\_ population was reduced to a single colony in West Sussex.

Professor Phil Rainbow, the keeper of zoology at the Natural History Museum, says that apart from natural catastrophes, the current rate of animal loss is the greatest in the history of the Earth.

The samples could be used to create clones of extinct animals. However, some scientists are 9.5. \_\_\_\_\_ about cloning because nobody knows now what these specimens might be used for in the future. Dr Anne McClaren says that the primary motive was an ethical one. When 9.6. \_\_\_\_\_ about the *Frozen Ark*, she jokingly said: 'I think Noah would have been proud of this project.'

*adapted from The Daily Telegraph*

9.1.

- A. to be faced
- B. *facing*
- C. face
- D. to face

9.4.

- A. which
- B. of which
- C. *whose*
- D. that

9.2.

- A. will expect
- B. expect
- C. are expecting
- D. *are expected*

9.5.

- A. conscious
- B. careless
- C. *cautious*
- D. conscientious

9.3.

- A. *die*
- B. had died
- C. will die
- D. would die

9.6.

- A. was interviewed
- B. *interviewed*
- C. interviewing
- D. was interviewing

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**