



WPISUJE ZDAJĄCY

| KOD | | | PESEL | | | | | | | | | | | | | | | | | |
|-----|--|--|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |

*Miejsce
na naklejkę
z kodem*

dysleksja

**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO**

dla absolwentów klas dwujęzycznych

CZĘŚĆ II

MAJ 2010

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 10 stron (zadania 5 – 8). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
3. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
4. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
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.
8. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

**Czas pracy:
150 minut**

**Liczba punktów
do uzyskania: 60**



MAD-R2_1A-102

READING COMPREHENSION

TASK 5. (13 points)

Read the article. For questions 5.1.–5.7. match the paragraphs with the headings that best summarise their main idea. Put the appropriate letter (A–H) in each box (5.1.–5.7.). Then answer questions 5.8.–5.13. by putting the number of the appropriate paragraph (1–7) in the table. For each correct answer you will be given 1 point.

- A. A GROWING VENTURE
- B. GAPS IN THE BIG PICTURE
- C. THE KNOWLEDGE OF NO RETURN
- D. CONTRADICTIONARY FINDINGS
- E. NERVOUS ANTICIPATION
- F. EXTENSIVE COUNSELLING
- G. THE SCIENCE OF PROBABILITY
- H. DECEPTIVE KNOWLEDGE

Paragraph 1.

5.1.

Everything about Genetic Health’s opulent Harley Street clinic says ‘money’. As I sit anxiously thumbing through copies of Harrods magazine in a comfortable armchair, smartly dressed secretaries in high-heels glide past, over the varnished wood floors. I’m waiting apprehensively for a consultation with Dr. Paul Jenkins, who will talk me through what the company calls its ‘Premium Male’ service – an analysis of my genetic makeup. Some weeks ago I sent them a handful of swabs that, as per the company’s instructions, I had rubbed around the inside of my mouth. This inelegant procedure picks up the cells needed for the DNA analysis.

Paragraph 2.

5.2.

At a cost of £825, which can already make you nervous, Genetic Health creates a personalised read-out of 42 genes which, according to the website, will allow you to take control of your life and your health. This is a long way from a full genome sequence, but the company says it looks for crucial genetic changes that have been linked to disease. “Based on your individual genetic profile,” reads its blurb, “one of our medical experts will guide you on which lifestyle changes to make as well as which supplementation to take to improve the quality of your life, extend the active period of your life, and most possibly enable you to live longer.”

Paragraph 3.

5.3.

The genetic testing industry in the UK is still small. Brian Whitley, Genetic Health’s director, estimates that between 2,000 and 5,000 people here have used a gene-testing company, but this is set to rise rapidly as the costs come down. 23andme, a US company which is part owned by Google, has dropped the price of its services to \$399, and held a ‘DNA party’ during September’s New York fashion week at which guests including Rupert Murdoch, Ivanka Trump and Chevy Chase were invited to find out more about their genes.

Paragraph 4.

5.4.

The pitch from the companies is that knowledge is power. They live off publishing advice. So if you discover that your genes make you more prone to obesity, then you might put more effort into eating better and going to the gym. But critics say that regular exercise and a good diet yield important health benefits whatever your genetic makeup, so knowing your DNA changes nothing. Worse, it might offer false reassurance that you will not develop one disease while worrying you unduly that you are at high risk of another.

Paragraph 5.

5.5.

I'm still not sure whether I want to peer at my genetic horoscope. If I decide to sit in front of the TV-set chain-smoking and stuffing my face with cream cakes followed with a packet of crisps, I have no one to blame for the consequences but myself. But my genes are different. There is nothing I can do to re-shuffle my genetic deck and if I don't like Genetic Health's analysis, I can't go back and un-know the information.

Paragraph 6.

5.6.

Genetic science provides us with the answers to many important questions. We already know that a small number of rare mutations cause serious conditions such as Huntington's disease and cystic fibrosis. Other genes, such as BRCA1 and BRCA2, lead to an increased chance of breast cancer in women. However, geneticists are now realizing that they need to further investigate DNA changes that confer a more subtle threat. The science is in its infancy and the results may be difficult to interpret because the effect of any one gene is typically insignificant and depends on other genes as well as your lifestyle.

Paragraph 7.

5.7.

"The state of the scientific art is still a long way short of where we want it to be in terms of predictions," says Professor Mark McCarthy from Oxford University. One way to think about genetic science is to imagine your genome as a poker hand. Predicting whether you will develop high blood pressure by testing a handful of genetic variants is like trying to guess whether you will win the hand by looking at just one card. A hand with an ace of hearts is statistically more likely to win than a hand with a five of diamonds, but it depends on your other cards. And of course your genome is much more complicated. There are around 25,000 genes that interact in complex ways.

adapted from The Guardian, 9 December 2008

| | Which paragraph | Paragraph number (1–7) |
|--------------|--|-------------------------------|
| 5.8. | uses a gambling metaphor to illustrate the issue? | |
| 5.9. | raises the problem of the expense of the analysis? | |
| 5.10. | describes a typical publicity stunt? | |
| 5.11. | shows instances of where genetics can be trusted? | |
| 5.12. | presents the method of taking samples for the test? | |
| 5.13. | warns against a potentially detrimental effect of genetic testing? | |

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

TASK 6. (7 points)

Read the text. For questions 6.1.–6.7., choose the answer that best matches the text by circling the appropriate letter A, B, C or D. For each correct answer you will be given 1 point.

I discovered that George was an old friend of Larry's who had come to Corfu to write a novel. There was nothing very unusual about this, for all my brother's acquaintances in those days were either authors, poets or painters. It was George, moreover, who was really responsible for our presence in Corfu, for he had written such eulogistic letters about the place that Larry had become convinced we could live nowhere else. Now George was to pay the penalty for his rashness. He came over to the villa to discuss my education with Mother, and we were introduced. We regarded each other with suspicion. George was a very tall and extremely thin man who moved with the odd disjointed grace of a puppet. His lean, skull-like face was partially concealed by a finely pointed brown beard and a pair of large tortoise-shell spectacles. He had a deep, melancholy voice and a dry and sarcastic sense of humour.

Gravely George set about the task of teaching me. He was undeterred by the fact that there were no school-books available on the island; he ransacked his own library and appeared on the appointed day armed with **a most unorthodox selection of tomes**. He taught me the rudiments of geography from the maps in the back of an ancient copy of *Pears Cyclopaedia*, French from a fat dictionary called *Le Petit Larousse* and mathematics from memory. From my point of view, however, the most important thing was that we devoted some of our time to natural history and George meticulously and carefully taught me how to observe and how to note down observations in a diary. At once my enthusiastic but haphazard interest in nature became focused. The only mornings that I was truly interested in my lessons were those given up to natural history.

Every morning I would watch George stalking through the olive-trees. "Good morning. The disciple awaits the master agog with anticipation, I trust. If I remember rightly, we were involved in the Herculean task of discovering how long it would take six men to build a wall if three of them took a week. I seem to recall that we spent almost as much time on this problem as the men spent on the wall. Ah well, let us gird our loins and do battle once again. Perhaps it's the shape of the problem that worries you, eh? Let us see if we can make it more exciting. If it took two caterpillars a week to eat eight leaves, how long would four caterpillars take to eat the same number? Now, apply yourself to that."

While I struggled with the apparently insoluble problem of the caterpillars' appetite, George would be otherwise occupied. He was an expert fencer, and was at that time engaged in learning some of the local peasant dances, for which he had a passion. So, while waiting for me to finish the sum, he would drift about in the gloom of the room, practising fencing stances or complicated dancing-steps, a habit that I found disconcerting, to say the least, and to which I shall always attribute my inability to do mathematics. Place any simple sum before me, even now, and it immediately conjures up a vision of George's lanky body swaying and jerking round the dimly lit dining-room. I would be watching him, fascinated, the exercise-book lying forgotten in front of me. Mathematics was not one of our more successful subjects.

abridged from My Family and Other Animals by Gerald Durrell

- 6.1. What do we learn about George in the 1st paragraph?**
- A. He had encouraged the narrator's family to move to Corfu.
 - B. He and the narrator took to each other immediately.
 - C. He became a novelist following Larry's advice.
 - D. The narrator had met him before coming to Corfu.
- 6.2. What was true about George?**
- A. His eyesight was imperfect.
 - B. He was clean-shaven.
 - C. He had a round chubby face.
 - D. He moved gracefully.
- 6.3. George**
- A. was upset by the lack of teaching aids he could use.
 - B. decided to use available teaching materials.
 - C. had plenty of school-books in his own library.
 - D. searched the island for books to teach from.
- 6.4. By 'a most unorthodox selection of tomes' in paragraph 2 the narrator refers to**
- A. a variety of books on natural history.
 - B. an unusual choice of books.
 - C. texts with controversial views.
 - D. books written by well-known authors.
- 6.5. When the lessons started, the narrator**
- A. was frequently late for his lessons.
 - B. became a keen and enthusiastic student.
 - C. got equally interested in all his subjects.
 - D. usually appeared in class earlier than George.
- 6.6. What is implied about George as a teacher in paragraph 3?**
- A. He considered mathematics easier than biology.
 - B. He considered his pupil exceptionally gifted.
 - C. He could adjust his teaching to the pupil's interests.
 - D. He couldn't focus attention on one problem.
- 6.7. The narrator did not make much progress in mathematics because**
- A. each lesson he was given a new problem to solve.
 - B. what was going on around him captured his attention.
 - C. the tasks George set him were impossible to solve.
 - D. the time devoted to mathematics was insufficient.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

TASK 7. (10 points)

Read the text. Complete each gap (7.1.–7.10.) with **one word only** in order to create a fully logical and grammatically correct text. For each correct answer you will be given 1 point.

Live within your means; waste not, want not; always put something 7.1. _____ for a rainy day. Everyone of a certain age in America knows the litany of these platitudes about thrift. Banal though they may be, their banality does not make them any 7.2. _____ true. They are eminently sensible; barring cruel cataclysmic events like early death or worldwide economic depression, they tend to work. Those of us old 7.3. _____ to have had parents who lived through the Depression had the habits of thrift imbued in us. We were instructed that life, like Greek plays, features peripeteia, or reversals of fortune. Prepare for it. Turn off the lights when you leave a room, finish the food on your plate, thoroughly squeeze 7.4. _____ the toothpaste tube. Because 7.5. _____ feel wasteful, many are the things those of us who grew up in the aftermath of the Depression cannot do: buy a hundred-dollar bottle of wine, wear cashmere socks, fail to ask the price of things. Under the traditional American program of thrift, 7.6. _____ would earn and save and, through extended effort, rise in one's work, building a nest egg through savings and investments, and 7.7. _____ one's days in independence and security. One of the things that has subtly yet substantially changed in American life over the past quarter century or 7.8. _____ is this traditional game plan. Generations have come into the world 7.9. _____ even a secondhand memory of the economic depression. If the old game plan for American ambition entailed the slow but steady accretion of wealth, the new plan called for getting it now, lots of it, and as soon as possible. The recent economic meltdown has put paid to financial optimism. But will it restore the spirit of thrift to Americans? Is it possible to spend and yet not be spendthrift? It once was and 7.10. _____ better be again.

abridged from 'When Prudence Was a Virtue', Newsweek, January 26, 2009

WRITING

TASK 8. (30 points)

Choose one of the topics below and write a composition of 300–350 words.

- 8.1.** Write a **review** of a book or a documentary about a scientific discovery that has influenced the world in which we live.
- 8.2.** Can money ensure a respectable position in society? Write **an essay** presenting your opinion.

Please note: if you use more than 420 words, you will get 0 points for the structure of your composition.

FINAL COPY

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Więcej arkuszy znajdziesz na stronie: arkusze.pl

Dotted lines for writing.

.....

.....

.....

.....

.....

.....

.....

.....

.....

| | TREŚĆ | | | KOMPOZYCJA | | | BOGACTWO JĘZYKOWE | | | POPRAWNOŚĆ JĘZYKOWA | | | RAZEM |
|----------------|-------|-------|-------|------------|-------|-------|-------------------|-------|-------|---------------------|-------|-------|-------|
| | A | B | C | A | B | C | A | B | C | A | B | C | |
| Poziom | | | | | | | | | | | | | |
| Liczba punktów | 7-6 | 5-4-3 | 2-1-0 | 7-6 | 5-4-3 | 2-1-0 | 8-7-6 | 5-4-3 | 2-1-0 | 8-7-6 | 5-4-3 | 2-1-0 | |

ROUGH DRAFT