

Miejsce  
na naklejkę  
z kodem szkoły

dysleksja

☐

MJA-R1\_1P-072



# EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM ROZSZERZONY

## CZEŚĆ I

Czas pracy 120 minut

### Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 6 stron (zadania 1 - 3). 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 podlegają ocenie.
5. Wypełnij tę część karty odpowiedzi, którą koduje zdający. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.
6. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL. Zamaluj  pola odpowiadające cyfrom numeru PESEL. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe.

*Życzymy powodzenia!*



Za rozwiązanie  
wszystkich zadań  
można otrzymać  
łącznie  
**23 punkty**

Wypełnia zdający przed  
rozpoczęciem pracy

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PESEL ZDAJĄCEGO

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KOD  
ZDAJĄCEGO

**STOSOWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH****Zadanie 1. (2,5 pkt)**

Uzupełnij poniższy tekst. W luki (1.1.-1.5.) wpisz wyrazy utworzone od słów znajdujących się w nawiasach tak, aby tekst był logiczny i gramatycznie poprawny. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

Some of the most loaded words in language are those associated with the way society talks about itself, and especially about groups of people whom it perceives to be less **1.1. *fortunate*** or oppressed. The most sensitive domains are to do with gender and race. During the 1980s, an increasing number of people tried to avoid using **1.2. *offensive*** words or terms which might be treated as such.

Critics of the trend, which is often referred to as *political correctness*, argue that the search for a ‘caring’ lexicon is **1.3. *pointless***, as long as the situation which the language reflects does not change. It is not as easy to manipulate language as the reformers think. **1.4. *Dissatisfaction*** with one term tends to spread to the new word, as has been seen with such sequences as *Negro*, which became *black*, then *Afro-American*, which was finally replaced by *African-American*.

In the early 1990s, many people reacted strongly to what they saw as a trend towards terminological absurdity. One **1.5. *criticism*** of the practice of political correctness is that it threatens the freedom of speech.

*Adapted from: “The Cambridge Encyclopedia of the English Language” by David Crystal*

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

Wykorzystując podane wyrazy, uzupełnij każde zdanie tak, aby zachować znaczenie zdania wyjściowego (2.1.-2.5.). Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

**2.1.** I don’t allow anyone to repair my car. I do it myself.

**HAVE**

I refuse ***to have my car repaired*** by anyone. I do it myself.

**2.2.** There are no eggs left.

**RUN**

We ***have run out of*** eggs.

**2.3.** We were late because there was so much traffic.

**LESS**

If ***there had been less*** traffic, we wouldn’t have been late.

**2.4.** As I get older, I become more experienced.

**GET**

The ***older I get, the more experienced*** I become.

**2.5.** I cannot bear this rainy weather any more.

**PUT**

I cannot ***put up with*** this rainy weather any more.

## WYPOWIEDŹ PISEMNA

### 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. Coraz więcej młodych Polaków decyduje się wyjechać na Wyspy Brytyjskie w celu podjęcia studiów. Napisz **rozwprawkę** przedstawiającą dobre i złe strony tego zjawiska.

*With Poland's entry into the EU, more and more young people decide to take up studies abroad and English, the leading language of commerce and science, makes the UK an obvious destination. Such a choice is an exciting option for Polish school-leavers but at the same time carries a number of risks.*

*There is no better way of improving your English than immerse yourself in British culture whose cosmopolitan character is sure to broaden your horizons.*

*Another important advantage is that you gain access to wide educational resources and best-equipped scientific centres which guarantee fast professional development. Such graduates bring with them to Poland invaluable experience and a wealth of ideas which benefit the Polish market.*

*However, not everyone is cut out for the challenge of surviving in a foreign country. Without the support of the nearest and dearest newcomers may find it really difficult to adjust.*

*It is also important to choose carefully the educational establishment you enrol to. Standards vary and not every institution guarantees a bright future career.*

*Even potential success has its cost. The best students are snapped up by British employers, which often means isolation from the family and on the more global scale a brain drain on the Polish economy.*

*All in all, studying in the UK is definitely a learning experience and a chance for a brighter professional future, but it may also mean alienation and economic problems for our country. Therefore, everything should be done to make sure Polish students have a good enough reason to return.*

2. Napisz **opowiadanie** o przestępstwie, którego sprawca został złapany na gorącym uczynku, zatytułowane „Crime Doesn't Pay”.

### *Crime Doesn't Pay*

*I was coming home the other day and as usual the bus was crowded. People were squashed against one another as the driver veered round bends and braked at the stops.*

*Suddenly an old lady cried out: “Thief on the bus! Help! My wallet's been stolen!”. There was some commotion and everyone turned to look, but nobody was sure who the culprit was.*

*The bus was just coming into the next stop. No doubt the pickpocket intended to jump off, but as so often happens on these old bone-shakers, one set of doors wouldn't open. Meanwhile, a ticket inspector jumped on at the back. In a moment the doors closed and the ticket machines were blocked. The old lady smiled broadly. “Now he'll hopefully get what he deserves,” she whispered.*

*The ticket inspector approached a young man in a baseball cap and demanded his ticket. The young man shifted uneasily but there was no way to escape. He pulled out a wallet obviously hoping to find a valid ticket inside, but all he found was a pensioner's pass. “I think you'll find that's mine,” the lady called over.*

*The ticket inspector called the police and the man was soon dealt with. He was no doubt fined for the ticket offence as well as for the theft. The whole incident certainly cheered the rest of the passengers up as we continued our journey satisfied that the man had been caught red-handed and the crime didn't go unpunished.*

3. Napisz **recenzję** poleconej Ci przez kogoś wystawy, która Cię rozczarowała.

*Not knowing what to show a friend who paid me a visit recently, I chose a modern art exhibition recommended in a magazine by one of my favourite actors.*

*The exhibition entitled “Warsaw Impressions”, just opened in the Meridian Gallery, was advertised as a unique display of the most exciting exhibits by Warsaw’s leading contemporary artists reflecting on the nature of city life.*

*We came with high hopes for an inspiring afternoon, but we left really disappointed. The first blow came at the ticket office where we had to pay a mind-blowing 40 PLN entrance fee. We proceeded into the first room, only to be greeted by four seemingly blank canvases and a small plaque which read “Warsaw Thoughts”. A little confused, we moved on but other exhibits were of similar quality – a strange installation entitled “The Sound of Warsaw”, deformed sculptures showing “Warsaw Blues” and virtually nothing to catch one’s eye or stimulate your imagination – just a collection of several randomly chosen works by unknown artists.*

*Maybe we missed the point but to make things worse there was no guidebook or anybody who could give us some background information or explain the idea behind these ‘masterpieces’.*

*In the end we both felt that if one wanted to reflect on the nature of city life, a much better effect could be achieved by standing on a pavement outside or at a busy crossroads, so if you don’t want to spend a fortune and waste an afternoon, choose something else instead.*

<p>Przedstawione prace są jedynie propozycją pełnej realizacji polecenia. Każda inna wypowiedź pisemna spełniająca wszystkie wymogi wyszczególnione w kryteriach oceniania zostanie oceniona na maksimum punktów.</p>
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