

**Miejsce
na naklejkę**

dysleksja

☐

MJA-R1 1P-082

**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO**

POZIOM ROZSZERZONY

CZĘŚĆ I

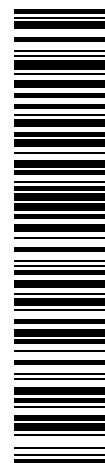
Czas pracy 120 minut

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/penna tylko z czarnym tuszem/atramentem.
3. Nie używaj korektora, a błędne zapisy przekreśl.
4. Pamiętaj, że zapisy w brudnopisie nie podlegają ocenie.
5. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

Życzymy powodzenia!

**MAJ
ROK 2008**



Za rozwiązanie
wszystkich zadań
można otrzymać
łącznie
23 punkty

**Wypełnia zdający przed
rozpoczęciem pracy**

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

PESEL ZDAJĄCEGO

--	--	--

**KOD
ZDAJĄCEGO**

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

Uzupełnij poniższy tekst, wpisując w każdą lukę (1.1. – 1.5) jeden wyraz utworzony od słowa podanego w nawiasie tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

Each of us carries around a sort of invisible bubble of personal space wherever we go. We think of the area inside the bubble as an 1.1. (EXTEND) *extension* of our physical being. Anthropologists have defined the distances that we use in our everyday lives. We use intimate distance with people who are 1.2. (EMOTION) *emotionally* very close to us. On the other hand, we usually feel 1.3. (THREAT) *threatened* if someone invades this most personal area without our consent. This explains the 1.4. (COMFORT) *discomfort* we sometimes feel when forced into crowded places like buses and lifts. The second spatial zone, called personal distance, is just beyond the other person's reach. At this distance we can keep someone at arm's 1.5. (LONG) *length*. The contacts are still reasonably close, but they are much less personal than the ones which occur a foot or so closer.

abridged from: Looking out/Looking in by R. B. Adler, N. Towne

Zadanie 2. (2,5 pkt)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów.

Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.

- 2.1. I am sure they forgot to pack the map.

MUST

They *must have forgotten* to pack the map.

- 2.2. He's a real snob! He thinks he's better than others who don't have fashionable clothes.

LOOKS

He's a real snob! He *looks down on* those who don't have fashionable clothes.

- 2.3. Almost nobody answered the question because it was too difficult.

HARDLY

The question was so difficult that *hardly anybody answered* it.

- 2.4. I prefer staying dirty to washing in that water.

RATHER

I *would rather stay dirty than* wash in that water.

- 2.5. Our children are allowed to stay up late on Saturdays.

LET

We *let our children stay up* late on Saturdays.

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. **Opisz** nauczyciela, którego podziwiasz za umiejętność rozbudzania zainteresowań młodzieży oraz odpowiednie podejście do problemów młodych ludzi.

The most memorable person at school was our biology teacher, Miss Nowak. I think she was a role model in every way. The fact that she taught us biology was incidental. Above all, she helped us in the difficult task of growing up.

First of all, she was a person who commanded respect. Not only was she fully conscious of her own worth, but she treated us with respect too. She was ready to listen and answer our questions no matter if they concerned biology or anything else. We knew that we could come to her with our problems, knowing that she would help us to solve them. She never made snide remarks or labelled us as losers just because we were not coping with adolescent problems. In fact, she probably knew more of our secrets than our parents.

As to biology, she had a hands-on approach. Instead of droning on about the life-cycle of animals, we hatched out ducklings in the laboratory and had a wonderful time watching them grow. Instead of reading about the growth of yeast cells, we made bread and observed the process for ourselves. In this way we became curious about the world and eager to carry out our own research.

I admire her because she had the ability to infect us with her love of life and passion for biology. She found inspiration in everything around her, including us, which was a great encouragement and motivated us to try harder and live more wisely.

2. Napisz **opowiadanie** o przygodzie, która miała miejsce w czasie wędrówki w górach, pod tytułem: "A Dangerous Creature".

Last year my friend and I planned a skiing holiday in the mountains. Unfortunately, when we arrived in our resort we found the slopes bare and all the lifts closed. Bitterly disappointed but determined to make the best of our holiday, we decided to go trekking instead.

The next day we set off early on a path that took us into a beautiful nature reserve. We had walked about 10 km before we decided to take a break for lunch near a tumbling stream. Just as we were enjoying our sandwiches a bear appeared on the opposite bank. We froze in fear for a moment. Then we both acted impulsively - we left our sandwiches on the rocks and backed off. The bear looked thin and bedraggled. It came across the water, sniffed the food, then ate hungrily. Fearing the sandwiches may not be enough for him, we hastily climbed the nearest tree. The bear lingered for a long time, then finally trudged back across the stream and vanished. Still cautious, we climbed down from the tree and headed for our hostel.

We arrived back just before nightfall exhausted and ravenously hungry. On hearing our story, the landlord told us that the warm winter had confused the bears and many had come out of hibernation. Now that we were safe and sound we felt rather ashamed of our fear, realizing that the bear might not have been as dangerous as we thought.

3. Budowa autostrad jest szansą na rozwój kraju, ale stwarza też zagrożenie dla obszarów o wartości przyrodniczej. Napisz **rozprawkę**, w której przedstawisz zagrożenia i korzyści wynikające z realizacji tego typu projektów.

Extensive plans of building motorways in Poland raise much controversy. Road networks play a key role in developing a nation's infrastructure and are an essential factor for economy growth. However, very often such development comes at the cost of the natural environment. Let us look at advantages and disadvantages of such projects.

In an age when many species are facing extinction, road construction carves up the countryside, destroying the habitat of precious fauna and flora and the greater volume of traffic inevitably leads to an increase in pollution. What's more road-building naturally stimulates the growth of road-side services such as shops, petrol stations, or hotels, further encroaching on the countryside and threatening its unspoilt beauty.

Yet a poor road network also brings innumerable problems. Traffic destined for major cities has to travel through small country towns, causing congestion and safety hazard for local people. Huge articulated trucks forced onto narrow winding roads damage the road surface which is not designed to take them. And tourist industry in many parts of Poland may not grow as quickly as it would, if the road access there were better.

Protection of the environment is crucial and should not be neglected. However, preventing road development cannot be considered a sensible solution. Although the problem seems irresolvable, many countries have shown that with careful planning and strict regulation compromise is possible. Hopefully, Poland will be one of them.

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