

WYPEŁNIA ZDAJĄCY

KOD

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PESEL

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Miejsce na naklejkę.
Sprawdź, czy kod na naklejce to
M-100.

Jeżeli tak – przyklej naklejkę.
Jeżeli nie – zgłoś to nauczycielowi.

**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO**

POZIOM ROZSZERZONY

ARKUSZ POKAZOWY

TERMIN: **4 marca 2022 r.**

CZAS PRACY: **150 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **60**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 18 stron (zadania 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
5. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
6. Na tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
7. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj  pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe.
8. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

MJAP-R0-**100**-2203

Zadanie 1. (0–6)

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1.1.–1.2. zakreśl jedną z liter: A, B albo C.

Tekst 1.**1.1. The intention of the speaker is to**

- A. express his disappointment with people's indifference to plastic pollution.
- B. explain the recent change in people's attitude to plastic pollution.
- C. appeal for support in a campaign to fight plastic pollution.

Tekst 2.**1.2. Which of the following best matches the situation described by the speaker?**

- A. All that glitters is not gold.
- B. Be careful what you wish for.
- C. Every cloud has a silver lining.

W zadaniach 1.3.–1.6. zakreśl jedną z liter: A, B, C albo D.

Tekst 3. (do zadań 1.3.–1.6.)**1.3. According to Robert, in what way can acting be beneficial?**

- A. It teaches you how to trick other people.
- B. It allows you to highlight your best features.
- C. It can help you explore and improve yourself.
- D. It makes you more aware of other people's needs.

1.4. When working on a Shakespearean role, Robert

- A. tries to gain a deeper understanding of the text.
- B. co-operates with scholars during rehearsals.
- C. refers to other actors' interpretations.
- D. understands the language intuitively.

1.5. What happened when Robert was performing in *Hamlet*?

- A. He had to deal with a technical problem.
- B. The audience got distracted by other actors.
- C. He noticed a stranger at the back of the stage.
- D. The audience started to applaud midway through his monologue.

1.6. When answering the last question, Robert explains

- A. why adapting Shakespeare's plays for present-day audiences is challenging.
- B. how the role of the audience changes during a performance.
- C. why Shakespeare appeals so much to British audiences.
- D. what makes the job of a stage actor so satisfying.

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi na temat przeprowadzki. Do każdej wypowiedzi (2.1.–2.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A. discovered faults he/she had been unaware of when making a purchase.
- B. caused the other residents in his/her building some inconvenience.
- C. felt relieved that he/she was able to withdraw from making a purchase.
- D. became a little anxious because of a call he/she had received.
- E. decided to leave a broken item behind.
- F. received his/her belongings in two separate deliveries.

2.1.	2.2.	2.3.	2.4.	2.5.

Zadanie 3. (0–4)

Usłyszysz dwukrotnie relację z akcji ratunkowej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. w poniższej notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

LAURA TROWBRIDGE SAVED

- As a result of her fall, Laura couldn't **3.1.** _____
_____.
- The rescue operation was delayed because **3.2.** _____
_____.
- Laura's behaviour during the rescue operation made **3.3.** _____
_____.
- The final section turned out to be **3.4.** _____
_____ to get through.

Zadanie 4. (0–5)

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1.–4.5.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.

Uwaga: w jednej z części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author		Answer
4.1.	point out that the places where people in Britain drink coffee have not always been very attractive?	
4.2.	mention a type of coffee which has recently gained popularity in Britain?	
4.3.	imply that drinking coffee helps to deal with tiredness?	
4.4.	state that a decline in one business made room for another?	
4.5.	refer to a fact which is contrary to popular belief?	

THE RISE OF CAFÉ CULTURE IN BRITAIN

- A.** Stereotypes might suggest that British people only drink strong tea from fine china cups, though a quick walk along a typical British high street will prove that Brits are now a nation of coffee addicts. Commuters order espressos at station platforms to treat exhaustion, and drink soup-bowl-sized lattes at countless coffee shops. Over the past 25 years, numerous chains have gradually appeared on every corner of the high street. Coffee shops serving beans from around the world have popped up, and today the UK is in the midst of what is known as the third wave coffee movement.
- B.** Espresso coffee, which was introduced in the 1950s, tasted much better than instant coffee sold in supermarkets. The 1990s were a breakthrough. At that time, the softly furnished coffee shops serving a variety of espresso-based drinks started to appear. They were a world away from the greasy-spoon snack bars and gloomy traditional cafés British people had been accustomed to. The new coffee shops actually encouraged customers to take a seat in comfortable surroundings and to come back again.
- C.** The popularity of café culture was further boosted in the digital age because mobile phones, laptops, and later tablets, freed some office workers from their desks. As the economic recession hit and many high-street retail shops closed down, cafés filled the gap. By installing Wi-Fi, cafés established themselves as an alternative place to work and socialize. This was combined with a demand for breakfasts on the go from commuters and the emergence of foodie culture.

- D.** Experts agree that nowadays Britain has one of the most vibrant and innovative coffee cultures in the world. The UK's "coffee business" may be booming precisely because it wasn't always a country where a lot of coffee was traditionally drunk, unlike in Italy, the USA, Germany or Finland, so there wasn't a traditional coffee culture to overcome. Indeed, the coffee scene is a melting pot of influences. The latest trend is pour-over drinks, in particular the Flat White which has conquered the UK market.

Na podstawie: <https://www.independent.co.uk>

Zadanie 5. (0–5)

Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w każdą lukę (5.1.–5.5.) literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

FINDING THE PAST

A window on Boston's past has turned up in a rather unusual place: inside the head of a lion statue at the top of the Old State House. **5.1.** ____ Once on the ground, it was transported to a laboratory where a fiber optic camera was used to inspect the interior of the statue's head. It was then that the time capsule, a copper box, was located. The next steps, according to Heather Leet, the Society's director of development, will be to open the statue carefully, remove the box, and examine its contents. After that, the statue will be restored and returned to its lofty home.

The discovery came as no surprise to members of the Bostonian Society, who have long been sure of the existence of the time capsule in the lion's head. **5.2.** ____ It describes how the capsule was placed in the statue and details its contents, including newspaper clippings and photographs from the period, together with letters from politicians and other prominent Bostonians of the era. "We're really looking forward to seeing what those letters say," said Leet, adding that they could contain messages written to future generations.

The Old State House, which is among Boston's most popular tourist attractions, has a rich history. It was an important civic building in colonial times, and later became a focal point of the American Revolution. The Boston Massacre took place just outside the building in 1770. **5.3.** ____ And after this momentous historic event, the building served as the seat of the Massachusetts government until the completion of a new State House in 1798.

The statues of a lion and a unicorn were first placed on the building in 1713. **5.4.** ____ Prior to the American Revolution, this was appropriate because the building was the official seat of the British government of the Massachusetts Bay Colony. However, amid the subsequent patriotic fervor during the War of Independence, they were burned. **5.5.** ____ Those soon rotted due to weather conditions, and in 1901 they were replaced again. The new ones were made of copper and steel and coated in gold and silver. They can be seen by all those visiting Boston today.

Na podstawie: <http://abcnews.go.com>

- A.** A few years later, the Declaration of Independence was read to Bostonians from its balcony.
- B.** Their certainty was primarily based on a 1901 issue of *The Boston Globe* which contains a lengthy article about the time capsule.
- C.** They were designed as a commemoration of that horrible event as the citizens of the city wanted to honour the victims.
- D.** The Bostonian Society yesterday announced the discovery of a time capsule within the copper statue taken down from the roof for restoration.
- E.** A century later, the Bostonian Society decided to put wooden replicas of the statues on the top of the building to restore its historical appearance.
- F.** They were intended as symbols of the union between England and Scotland.

Zadanie 6. (0–8)

Przeczytaj dwa teksty związane z pracą. Wykonaj zadania 6.1.–6.8. zgodnie z poleceniami.

Tekst 1.**AN INTERVIEW AT *RUNWAY***

She did not stand up to greet me. Although she was not smiling, she did not appear particularly intimidating. She seemed rather gentle and somewhat shrunken behind her huge desk. She did not invite me to sit down, but I felt confident enough to claim one of the uncomfortable black chairs that was facing her. She was watching me intently, mentally noting my attempts at grace and propriety. She spoke first.

“What brings you to *Runway*, Andrea?” she asked in her upper-crust British accent, never taking her eyes away from mine.

“Well, I’ve been told you need an assistant,” I started, my voice a little shaky. When she nodded, my confidence increased slightly. “And now, after my meeting with Emily, I feel that I have a clear understanding of the kind of person you’re looking for, and I’m confident that I’d be perfect for the job,” I said. She looked amused for a moment.

It was at this point that I began to want the job desperately, in the way people want things which they consider unattainable. It might not be like getting into law school or having an essay published in a campus journal, but it was, in my mind, a real challenge – a challenge because I was an imposter, and not a very good one. I had known the moment I stepped out of the lift and into the office space of the *Runway* floor that I didn’t belong. My clothes and hair were all wrong, though more glaringly out of place was my attitude. I didn’t know anything about fashion and I didn’t care. At all. And therefore, I had to have this job. Besides, a million girls would die for such an opportunity.

I continued to answer her questions with a straightforwardness and confidence that surprised me. There wasn’t time to be intimidated. Then she inquired whether I spoke any foreign languages. When I told her I knew Hebrew, she paused and said icily, “Hebrew? I was hoping for French, or at least something more useful.” I almost apologized, but stopped myself.

“Unfortunately, I don’t speak a word of French, but I’m confident it won’t be a problem.”

“It says here that you studied at Brown University?”

“Yes, I was an English major, concentrating on creative writing. Writing has always been my passion.” *So cheesy!* I reprimanded myself. *Did I really have to use the word “passion”?*

“So, does your affinity for writing mean that you’re not particularly interested in fashion?”

“Of course not. I adore fashion,” I lied rather smoothly. “I’m looking forward to learning even more about it. I think it would be wonderful to write about fashion one day.”

Things progressed with the same relative ease until she asked her final question, “Which magazines do you read regularly?” I leaned forward eagerly and began to speak, “Well, I only subscribe to *The New Yorker* and *Newsweek*, but I regularly read *The Buzz*. Sometimes *Time*, but it’s dry as dust, and *U.S. News*, which is too conservative. As a guilty pleasure, I’ll skim *Chic*, and since I’ve just returned from my travels, I read all of the travel magazines...”

“And do you read *Runway*, Andrea?” she interrupted, looking at me more intently than before.

It had come so unexpectedly, that for the first time that day I was caught off-guard. I didn't lie or attempt to explain.

"No."

After ten seconds of stony silence, she called for Emily to escort me out.

Na podstawie: *The Devil Wears Prada* by Lauren Weisberger

W zadaniach 6.1.–6.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

6.1. From the text we learn that

- A. the interviewer disapproved of Andrea's sense of humour.
- B. Andrea waited patiently for the interviewer's permission to sit down.
- C. Andrea felt that she did not fit in at the place where she was applying for a position.
- D. the interviewer's attitude discouraged Andrea from talking about her strengths.

6.2. Which of the following does Andrea consider a mistake made during the interview?

- A. telling the truth about her knowledge of foreign languages
- B. using a certain word when describing her attitude toward writing
- C. lying about her interest in fashion
- D. admitting that she didn't read *Runway*

6.3. Which of the following took Andrea by surprise?

- A. one of the questions the interviewer asked
- B. the accent with which the interviewer spoke
- C. the fact that the interviewer expected an apology
- D. a comment the interviewer made about Andrea's education

6.4. Andrea's attitude at the interview shows that she is

- A. arrogant and impatient.
- B. reserved and suspicious.
- C. determined and ambitious.
- D. intimidated and overcautious.

Tekst 2.**TO INTERVIEW OR NOT TO INTERVIEW?**

A friend of mine once had a curious experience at a job interview. Excited about the possible position, she arrived five minutes early and was immediately shown into the interview room by the receptionist. Following an amicable, easy-going discussion with a panel of interviewers, she was offered the job. Afterwards, one of the interviewers remarked how impressed she was that my friend had been so composed after showing up 25 minutes *late* for the interview. As it turned out, the start time my friend had been given by the company's receptionist was wrong by half an hour. My friend was so calm because she didn't know she had turned up late. She isn't the type of person who would remain cool if she knew she was late, so the misunderstanding turned out really well for her. Of course, the interviewers could have also concluded that her calmness was a sign of disrespect. Either way, they would have been wrong to draw conclusions about her future performance in her work based on her attitude at the interview. In this case, thankfully, the outcome was favourable to the applicant.

My friend's experience is merely an example of a much more widespread problem. Many employers now like to use free-form, unstructured interviews so as to "get to know" a job candidate. Such interviews are also increasingly popular with admissions officers at universities. But this style of interview can lead interviewers to form strong but unjustified impressions.

One solution is to develop an interview protocol based on a careful analysis of what is being looked for in the candidate. Interviews should be structured so that all candidates receive the same questions, a procedure which makes interviews more reliable and more predictive of job success. Employers should make sure to include a number of questions which test specific job-related skills.

Na podstawie: www.nytimes.com; www.theguardian.com

Uzupełnij zdania 6.5.–6.8. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

6.5. During the interview the author's friend wasn't aware that she _____
_____.

6.6. It was the company's receptionist who _____
_____.

6.7. According to the author, the decision to hire the interviewee was based _____
_____.

6.8. In the last paragraph, the author suggests how to _____
_____.

Zadanie 7. (0–6)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

IS THIS THE FIRST PORTRAIT OF A GUINEA PIG?

With its funny squeaking and its furry coat, the guinea pig is a common pet in many back gardens throughout Britain. But centuries ago this hairy little animal from South America was **7.1.** _____ creature. Now art experts think they have uncovered one of the first ever portraits of a guinea pig as a pet. A little-known 16th-century oil painting showing the animal being cradled in the arms of one of three children will go **7.2.** _____ at a new exhibition later this year. The portrait is believed to **7.3.** _____ around 1580 by an unknown artist. It shows three young children with the animal, which had only recently been introduced into Europe. The youngest child in the painting is also **7.4.** _____ in his hands a small brightly-coloured bird with yellow feathers, possibly a goldfinch. The **7.5.** _____ of such exotic animals in the painting indicates that the Elizabethan period was a time of great exploration around the world. Foreign cuisine, products and animals were brought to Britain, where a curious public was **7.6.** _____ to discover and experience new and exciting things from other countries.

Na podstawie: www.dailymail.co.uk/news

7.1.

- A. so exotic
- B. quite an exotic
- C. highly exotic
- D. as much exotic

7.2.

- A. in view
- B. at demonstration
- C. on display
- D. to show

7.3.

- A. have been painted
- B. being painted
- C. be painting
- D. having been painted

7.4.

- A. reaching
- B. releasing
- C. obtaining
- D. holding

7.5.

- A. attendance
- B. presence
- C. happening
- D. view

7.6.

- A. careless
- B. thrilling
- C. eager
- D. cautious

Zadanie 8. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.), przekształcając wyrazy z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

approximate	neighbour	reliable	main	change	move
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SHARE YOUR CAR, MAKE FRIENDS, SAVE THE PLANET

Few people still argue about the causes of climate change, but you may not know that soon
8.1. _____ 30% of the UK's total greenhouse gas emissions will come from transport. The lesson from the last ten years in London is that change can be brought about by investment priorities in public transport and charges for the driving of cars. In the capital, attitudes **8.2.** _____; nowadays few people drive into central London. Yet, outside of London, the only option for most people is the car because public transport in rural areas is simply **8.3.** _____. About 85% of commuters who use cars travel on their own, although many of them live in the same **8.4.** _____ as their colleagues. Most of those journeys could be combined. It sounds utopian, but all it takes is the breaking down of the social barriers created by sheets of metal and glass.

Na podstawie: <http://news.bbc.co.uk>

Zadanie 9. (0–4)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (9.1.–9.4.). W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

Uwaga: nie zmieniaj formy podanych wyrazów.

- 9.1.** The sacked coach wasn't invited to the press conference, but he still showed up and attracted everybody's attention.

DESPITE

_____ to the press conference,
the sacked coach showed up and attracted everybody's attention.

- 9.2.** As soon as you decide, let me know.

MIND

As soon as you _____,
let me know.

- 9.3.** She's had her dog for two months but she still finds it hard to take him out for a walk early in the morning.

USED

She can't get _____
her dog out for a walk early in the morning.

- 9.4.** You'd better not get too close to the monkeys as they might bite you.

KEEP

You'd better _____ the monkeys as they might
bite you.

Zadanie 10. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany przez Ciebie temat. Zakreśl jego numer.

1. Coraz więcej osób decyduje się na zajęcia fitness przez internet. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat takich zajęć, odnosząc się do następujących aspektów:
 - wygoda
 - motywacja.
2. W Twojej miejscowości przeprowadzono akcję wymiany rzeczy używanych pod hasłem „Dajmy starym rzeczom nowe życie”. Napisz **artykuł** na stronę internetową swojej miejscowości, w którym opisziesz przebieg tej akcji oraz wyrazisz swoją opinię na temat zasadności przeprowadzania podobnych akcji.

CZYSTOPIS

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Zgodność z poleceniem					Spójność i logika		Zakres środków językowych		Poprawność środków językowych		RAZEM	
	0-1-2-3-4-5					0-1-2		0-1-2-3		0-1-2-3		
Elementy treści (0-1-2)					Elementy formy (0-1)							
1	2	3	4	5	1	2	3	4				

BRUDNOPIS (*nie podlega ocenie*)

