CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

WYPEŁNIA ZDAJĄCY

KOD

PESEL

Miejsce na naklejkę.
Sprawdź, czy kod na naklejce to **E-100**.
Jeżeli tak – przyklej naklejkę.
Jeżeli nie – zgłoś to nauczycielowi.

EGZAMIN MATURALNY
JĘZYK ANGIELSKI – POZIOM ROZSZERZONY

TEST DIAGNOSTYCZNY

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

- ☐ nieprzenoszenia odpowiedzi na kartę odpowiedzi
- ☐ dostosowania zasad oceniania.

TERMIN: **marzec 2021 r.**
CZAS PRACY: **150 minut**
LICZBA PUNKTÓW DO UZYSKANIA: **50**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 15 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.

EJAP-R0-**100**-2103

Układ graficzny
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Zadanie 1. (0–3)

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

1.1. The speaker

A. discourages listeners from joining a certain initiative.

B. appeals for more funding for a certain initiative.

C. explains the idea behind a certain initiative.

Tekst 2.

1.2. The conversation is about

A. the necessity of imposing new restrictions in Epping Forest.

B. unclear instructions which led to a mistake.

C. an unintended violation of the law.

Tekst 3.

1.3. The woman

A. is expressing her disapproval.

B. is rejecting a compromise.

C. is questioning a popular view.

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat rozmów w sprawie pracy. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.

<u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

A. covered his/her embarrassment with laughter.

B. misunderstood an instruction given by the interviewer.

C. felt uncomfortable because of a problem caused by jewellery.

D. fell down when he/she was about to leave the interview room.

E. realized that he/she had annoyed the interviewer.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–5)

Usłyszysz dwukrotnie rozmowę z piłkarzem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.

3.1. David thinks that football players today

A. should retire when they think they've reached the top.
B. concentrate on their progress just as he did.
C. have too little motivation to advance their careers.
D. pay too much attention to their past achievements.

3.2. What did David like <u>most</u> about scoring a goal from the halfway line?

A. The loud applause he got after the kick.
B. The surprise on the face of the goalkeeper.
C. That a fan took a photograph of that moment.
D. That his family was in the stadium to see that moment.

3.3. The tabloid story David found funny was the one about

A. buying diamonds after each match.
B. missing the penalty kick against Portugal.
C. staying at other hotels than the rest of the team.
D. daily commuting between London and Manchester.

3.4. According to David, a World Cup bonus

A. is not the main motivation for the players.
B. shouldn't be negotiated by the team captain.
C. is a major source of income for the players.
D. should be given to players after each winning match.

3.5. In the final part of the interview, David

A. advises people to be active after they retire.
B. gives the reasons for his retirement.
C. presents his attitude to retirement.
D. complains about being retired.

PRZENIEŚ ROZWIĄZANIA ZADAŃ <u>OD 1. DO 3.</u> NA KARTĘ ODPOWIEDZI!

Zadanie 4. (0–4)

Przeczytaj tekst, który został podzielony na trzy części (A–C), oraz pytania go dotyczące (4.1.–4.4.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.

<u>Uwaga:</u> jedna część tekstu pasuje do dwóch pytań.

In which paragraph does the author refer to

4.1.	a direct link established between Amelia Earhart and one of the items found?	
4.2.	an unsuccessful attempt undertaken to find Amelia Earhart's plane?	
4.3.	the possibility of Amelia Earhart being held on the island against her will?	
4.4.	an official explanation given after the disappearance of Amelia Earhart's plane?	

HAVE RESEARCHERS FOUND AMELIA EARHART'S PLANE?

A. Researchers with the *Earhart Project* have released sonar images that, in their opinion, show the remains of Earhart's twin-engine plane *Lockheed Electra* lying 600 feet below sea level off the coast of an island in the South Pacific. Amelia Earhart's daring round-the-world flight was cut short when her plane vanished on June 2, 1937. Though rescue workers immediately began searching the area for signs of life, neither Earhart nor the plane was found. The U.S. government concluded in a report that the pilots ran out of fuel, crashed into the water and sank. But the question of why the plane went down remains one of history's biggest mysteries.

B. Since Earhart's disappearance, a number of other hypotheses have come up. Some theorists believe Earhart was actually working for the U.S. government. They suggest that she intentionally went off course to spy on Japanese-occupied islands in the Pacific and was taken prisoner. Far more likely is the popular belief that due to mechanical errors Earhart was forced to touch down on an uninhabited South Pacific island called Nikumaroro. During a 2010 expedition, researchers uncovered there some clues such as three pieces of a pocketknife, shells that had been cut open, fragments of a glass cosmetic jar and bone fragments that may be human remains.

C. Scientists think they may have found proof that Earhart and her navigator crashed their plane and became castaways on the island. Working with a chemist, they have been testing the recovered cosmetic jar fragments. Based on the high mercury levels found on the surface, the substance once held in the jar has been identified as a brand of cosmetic used to bleach skin and remove spots – something the freckle-faced Earhart was known to have used. Even more intriguing to researchers is the fact that its fragments seem to have been intentionally shaped for use as cutting tools.

adapted from National Geographic

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–4)

Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w każdą lukę (5.1.–5.4.) literę, którą oznaczono brakujący fragment (A–E), tak aby otrzymać spójny i logiczny tekst.

<u>Uwaga:</u> jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

THE STORY OF THE FIRST POSTAGE STAMP

Postage stamps can reveal more than the history of a letter. They can reveal the history of a nation. A recently published book *A History of Britain in Thirty-Six Postage Stamps* by Chris West tells the story of the postage stamp. And of Britain.

West inherited a collection that included a "Penny Black" – the first stamp issued in Britain and, indeed, anywhere in the world. **5.1.** _____ Much earlier, in 1680, an entrepreneur William Dockwra had started a public service that guaranteed the quick delivery of a letter anywhere in London. The service was quickly nationalized, with Dockwra in charge. **5.2.** _____ Worse still, recipients were also expected to pay!

Then, about 50 years later, a schoolmaster called Rowland Hill thought he could do better. He argued for abolishing the postal tariffs and replacing them with a single national rate of one penny, which would be paid by the sender. **5.3.** _____ The Postmaster General found people's response encouraging and decided to discuss postal reform with Hill. During their subsequent meetings, the two men came up with an idea of an adhesive label that could be attached to envelopes to indicate payment.

The idea eventually earned enough support to convince Parliament to implement changes. **5.4.** _____ When the design was ready, it was printed and went on sale on May 1, 1840. "Penny Black" was an immediate hit.

adapted from http://blogs.smithsonianmag.com

A. The system was far from perfect, as it was unreasonably expensive to send a letter.

B. Although many officials ignored this revolutionary idea, it attracted a lot of public attention.

C. The idea was well received and remained in the minds of the people for many years to come until the portrait of the Queen appeared on the stamp.

D. It shows the image of Queen Victoria, which might suggest that postal services started in England in the 19th century, but that's not true.

E. Therefore, in 1839, a competition was held to design a stamp. The entry that was selected depicted the young Queen's profile.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–5)

Przeczytaj dwa teksty związane ze sztuką. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

Tekst 1.

THINGS HAPPEN IN A GALLERY

Pat arrived at the gallery early the next morning to find that the postman had already delivered post and there was a letter on the floor. She opened it and saw that it was an invitation to an opening at a gallery further down the street. They were always getting this sort of thing, and it struck her as depressing that there was a lot of this business in the city: one gallery sells its works to another, round and round in a circle, each producing just a slight profit. Eventually, a genuine customer would have to buy a picture, but where were they? Nobody seemed to notice them and the only person who had shown the slightest interest in buying something in her gallery this week had been determined to obtain a bargain.

She was holding the gallery invitation and was about to sit at her desk, when she stopped. Usually, when she came in in the morning, she would hear the alarm beeping signal and have to key in the security number to stop it. This had not happened this morning, or had it? It was perfectly possible to go through the motions of a familiar action and not remember that one had done it. Pat tried to remember who had been last to leave the gallery last night. Matthew had gone off to meet his father shortly after four and she had stayed at work until five. Then she recalled activating the alarm before locking the gallery door. She glanced towards the control box, across the semi-darkened gallery. Two small red lights blinked regular pulses back at her. That was strange. Normally, when she came in a single red light flashed. She knew that the two blinking red lights indicated that the alarm was inactive. But who turned it off? Pat looked about her to spot someone who might have arrived at the gallery before her but there was nobody there. She suddenly felt uneasy when she saw that the door in the corridor that led to Matthew's office was open.

Now she felt frightened and ran across the room to switch on the lights. Not all the lights went on but the spotlights worked. Relieved that nothing was missing, she found the courage to enter Matthew's office. Inside she saw that the burglar had managed to raise the lower panel of the back window about eighteen inches. The glass was not smashed, but the catch had been forced and there were bits of wood on the floor – she saw those immediately. She walked back to Matthew's desk, picked up the telephone and dialed the emergency code.

adapted from 44 Scotland Street by Alexander McCall Smith

6.1. The invitation Pat picked up made her reflect on

A. business matters connected with art galleries.
B. customers' different motivations for buying art.
C. a profitable business that went bankrupt.
D. the reasons for other galleries' success.

6.2. When Pat arrived at the gallery, she

A. noticed that the alarm was beeping despite being inactive.
B. discovered that she had not set the alarm the previous evening.
C. realized that somebody must have deactivated the alarm.
D. recalled Matthew being the last one to leave the gallery the night before.

6.3. What made Pat dial the emergency number?

A. One of the paintings in the gallery had disappeared.
B. She noticed shattered glass on the floor.
C. Somebody had cut off the electricity in the building.
D. She spotted some traces of a burglary.

Tekst 2.

HOW LONG DOES IT TAKE TO APPRECIATE ART?

There are many answers to this question. As long as you like, is one. Longer than you think, is another. Everyone has their own opinion about it. Kenneth Clark, famous for the BBC documentary series *Civilisation*, has his own theory. He claims that the time it takes to look at a picture properly is roughly the time it takes to peel and eat an orange.

There is some evidence of what most people actually do in practice. In summary, if museum-goers are eating oranges, they're eating them really fast. The Louvre found that although an art lover can spend much more than 30 minutes in front of the Mona Lisa, an ordinary visitor looks at it for about 15 seconds. New York's Metropolitan Museum of Art found that on average people look at each work for 29.5 seconds. Another study, conducted by Rutgers University, found that the average time spent on each work of art was 17 seconds. On the universal fruit-attention scale, this is less than dealing with an orange but a little more than the time taken to eat a grape.

There's another point, too: it's not just a question of how long we look at a painting, but of the quality of that attention. This is, of course, much harder to quantify. But there's a profound belief that over the past decade this has changed for the worse.

It is technology that mainly gets the blame. The rise of social networks and the smartphone have allegedly made us fatally incapable of concentration. Nowadays we are more interested in telling people what we are doing than doing it. So, we share our dinner with others on the Internet, instead of with our date. Our novels go unfinished as we flip through 140-character tweets. And when we go to a gallery, we don't look at the art: we take a selfie with it. Even if art leaves you cold, this argument matters, because if it is true, then so is the broader claim that the 21st century is leaving us incapable of deep engagement with anything.

adapted from https://www.independent.co.uk

6.4. Which of the following is stated in the text as <u>a fact</u>, not an opinion?

A. The time people need to appreciate a work of art has shortened over the years.
B. The quality of attention given to art has fallen over the past decade.
C. It takes as much time to appreciate a work of art as it does to peel and eat an orange.
D. Museum visitors tend to spend less than half a minute looking at a painting.

6.5. In the last paragraph the author argues that

A. museums should make use of modern technologies more often.
B. modern technology has deeply impacted our attention span.
C. modern technology has made it easier for us to interact with art.
D. the influence of modern technology on museum-goers is exaggerated.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 7. (0–4)

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

ZUCKERBERG'S BOOK CLUB

In 2015 the co-founder of Facebook, Mark Zuckerberg, launched **7.1.** _____ could be called the world's largest ever book club. He announced that his New Year's resolution was to read a book every other week. He then invited his 30 million followers to join him in his literary challenge. Throughout the year Zuckerberg kept **7.2.** _____ what books he had read. He also made recommendations for titles that in his opinion should be read.

Zuckerberg's first selection was *The End of Power* by Moisés Naím. "It's a book that explores how the world is shifting to give individual people more power. It's a trend I believe in deeply, and I'm looking **7.3.** _____ reading this book and exploring the issue in more detail," he explained. Zuckerberg takes on a challenge every year as a way to broaden his perspectives. One of the challenges which he **7.4.** _____ in achieving, was to learn to speak Mandarin.

adapted from www.time.com

7.1.

A. which
B. what
C. whose
D. that

7.2.

A. announcing
B. announce
C. announced
D. to announce

7.3.

A. up to
B. out for
C. ahead for
D. forward to

7.4.

A. managed
B. was capable
C. succeeded
D. was able

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–4)

Uzupełnij każdą lukę (8.1.–8.4.) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

THE HISTORY OF DENTISTRY

The British Dental Association Museum tells the fascinating story of how people have looked after their teeth − or not! − in the past. It houses the largest collection of instruments and equipment used in dental **8.1. (TREAT)** _____ in the UK. The museum began in 1919 when Lilian Lindsay, the first British female to qualify as a dentist, donated several old dental instruments to the association. She had been storing them in a box under her bed.

The museum was developed **8.2. (PRIMARY)** _____ for the education of British Dental Association members. However, in 1967, when the BDA moved to its present headquarters, the museum opened its doors to the general public. The collections are **8.3. (ACCESS)** _____ through displays, education services, and in the virtual environment. The museum aims at influencing the **8.4. (PERCEIVE)** _____ of the science, practice and social impact of dentistry.

adapted from www.bda.org

Zadanie 9. (0–4)

Uzupełnij zdania 9.1.–9.4., wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

9.1. Sorry, for the delay. The traffic is much heavier today than I expected. I hope (*you / not / wait*) _____ long.

9.2. Climbing this part of the trail is so dangerous that it (*should / not / allow*) _____ _____ without a helmet.

9.3. Such theories are usually difficult (*apply / practice*) _____ _____.

9.4. Only one of the arrested men (*fit / description / give*) _____ _____ by the victim.

Zadanie 10. (0–13)

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

1. Czy teatr może być dziś atrakcyjny dla młodzieży? Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty odnoszące się do repertuaru i dostępności tej formy kultury.

2. W Twojej miejscowości odbyła się kampania „Smart Stop", która miała zwrócić uwagę na problem, jakim jest korzystanie z telefonów komórkowych przez uczestników ruchu drogowego. Napisz **artykuł** do gazety internetowej, w którym zrelacjonujesz przebieg tej kampanii oraz przedstawisz swoją opinię dotyczącą jej skuteczności.

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*)