

# **EGZAMIN MATURALNY OD ROKU SZKOLNEGO 2014/2015**

## **JĘZYK ANGIELSKI POZIOM ROZSZERZONY**

### **PRZYKŁADOWY ZESTAW ZADAŃ DLA OSÓB NIESŁYSZĄCYCH (A7)**

**Czas pracy: 125 minut**

Czas pracy będzie wydłużony zgodnie z opublikowanym w 2014 r.  
Komunikatem Dyrektora CKE.

**GRUDZIEŃ 2013**

**Zadanie 1. (0–4)**

**Przeczytaj informacje o trzech książkach. Do każdego zdania (1.1.–1.4.) dopasuj właściwą książkę (A–C). Wpisz rozwiązania do tabeli. Uwaga: jedna książka pasuje do dwóch zdań.**

In this book the investigator <sup>1</sup>		
1.1.	finds out that the prisoner might not be guilty.	
1.2.	used to work as a police officer.	
1.3.	discovers that another trial might prove vital to the case he/she is on.	
1.4.	is employed by a recently released prisoner.	

**A. *Bleed for Me* by Michael Robotham**

Former policeman Ray Hegarty is dead and his 14-year-old daughter Sienna is accused of murdering him. Joe O’Loughlin, a famous psychologist, believes Sienna is innocent and investigates other people in and around the Hegarty family to see who else might have had a motive for the murder; the police generally accept that their colleague was killed by his daughter. At the same time, three men are being tried for a hideous murder and suddenly Joe realizes that the two cases might ultimately converge<sup>2</sup>.

**B. *The Scarecrow* by Michael Connelly**

The story is set in the newsroom of *The Los Angeles Times*. Forced out of the paper because of budget cuts, an elderly crime reporter, Jack McEvoy, decides to go out with a bang, using his final days to write a Pulitzer-worthy murder story. He focuses on Alonzo Winslow, a 16-year-old drug dealer who is in jail after confessing to a brutal murder. But as he finds out more about the case, Jack realizes that Winslow’s so-called confession is fake<sup>3</sup> and is determined to prove that the kid shouldn’t have been convicted. Jack is tracking a killer who operates completely below the police radar – and with perfect knowledge of any move against him. Including Jack’s.

**C. *A Is for Alibi* by Sue Grafton**

A murder mystery with a private investigator, Kinsey Millhone, in her debut role. Kinsey is a former cop with a solitary life and a troubled romantic past. She is hired by Nikki Fife, a woman who has just spent eight years behind bars for a murder she claims not to have committed. Now Nikki is out on parole and she wants Kinsey to find her husband’s real killer. Kinsey investigates the murder hoping that the trail has not grown cold, and becomes deeply involved in dangerous events that might put her own life in jeopardy<sup>4</sup>.

<sup>1</sup>an investigator – a person trying to find a criminal

<sup>2</sup>to converge – to be linked

<sup>3</sup>fake – not true or real

<sup>4</sup>in jeopardy – at risk

## Zadanie 2. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 2.1.–2.4. litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

### HOTEL MEDEA

When I first heard the words ‘participatory theatre’<sup>1</sup>, I must admit I had my doubts. It sounded like my worst nightmare. **2.1.** \_\_\_\_\_ Nevertheless, the excellent reviews and a little persuasion from friends encouraged me to head into Edinburgh on a Friday night and check into *Hotel Medea*, which is a six-hour overnight theatre experience. Despite my initial scepticism, not for a moment did I feel I’d rather be in bed.

The role of the audience changes as the play goes on. In the first act, we were all guests at the wedding of Jason and Medea. **2.2.** \_\_\_\_\_ This definitely relaxed everybody a little.

After a brief recovery period, half of the audience (myself included) found ourselves being led downstairs into a room lined with bunk beds<sup>2</sup>. One of the ‘nurses’ took charge of me, I was dressed in pyjamas and put into bed with a cup of hot chocolate. I had become one of Medea’s children. **2.3.** \_\_\_\_\_ Lying in bed, I certainly felt like I was witnessing an argument<sup>3</sup> between my ‘parents’, Medea and Jason, from a child’s perspective. Their angry words contrasted with the lullaby being played, and whenever I tried to raise my head at a new turn of events, a nurse would appear at my bedside, stroking my hair and telling me to go back to sleep.

At the end of the play, Medea’s children are told to run away and hide somewhere in the building. **2.4.** \_\_\_\_\_ Her reaction shows how fully the play is able to submerge<sup>4</sup> you into its world. By this point my scepticism had been completely washed away.

I would recommend *Hotel Medea* to anyone lucky enough to get a chance to go. This play is an amazing experience, whether or not you happen to like this kind of innovative theatrical style.

<sup>1</sup> participatory theatre – teatr, w którym publiczność bierze udział w sztuce

<sup>2</sup> a bunk bed – łóżko piętrowe

<sup>3</sup> to witness an argument – być świadkiem kłótni

<sup>4</sup> to submerge – zanurzyć

- A. The real fear on the face of one of the girls sitting in a closet with me proves the play’s effectiveness.
- B. I was convinced that a play which depended so heavily on the audience could not be consistently effective.
- C. Having watched the ceremony, we were invited to play instruments and dance until the party broke down into a full-scale celebration to a live DJ set.
- D. They have been performing it for around five years, and evidently in that time the production has been polished.
- E. It was in this scene that it became clear that the participatory aspect of the play was not planned just to attract more viewers, but a fundamental part of the performance.

### Zadanie 3. (0–5)

Przeczytaj dwa teksty związane z listami. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B albo C.

#### Tekst 1.

##### THE LETTER

It was November. The sky was dark when I turned into Laundress Passage. Father had finished for the day, switched off the shop lights and closed the shutters; so I would not come home to darkness he had left on the light over the stairs to the flat. Through the glass in the door it cast a pale rectangle<sup>1</sup> onto the wet pavement, and it was while I was standing in that rectangle, about to turn the key, that I first saw the letter. Another white rectangle, lying just at my feet. I couldn't miss it.

I took the letter, went inside and put the shop key in its usual place behind Bailey's *Geometry*. Poor Bailey. No one has wanted his fat gray book for thirty years. Sometimes I wonder what he makes of his role as guardian<sup>2</sup> of the bookshop keys. I don't suppose it's the destiny he had in mind for the book that he spent two decades writing.

A letter. For me. That was something unusual. The crisp-cornered thick envelope was addressed in a hand that must have given the postman a certain amount of trouble. The style of the writing was old-fashioned and my first impression was that it had been written by a child. The letters seemed untrained. Some of them were very faint while others were heavily marked on the paper. There was no sense of flow in the letters that spelled out my name. Each had been written separately – M A R G A R E T L E A – as a new and challenging enterprise. But I knew no children. That is when I thought – it is the hand of an invalid.

It gave me a strange feeling. Yesterday or the day before, while I had been going about my business, some unknown person had gone to the trouble of marking my name onto this envelope. Who was it who had had his mind's eye on me while I hadn't suspected a thing?

Still in my coat and hat, I sank onto the stair to read the letter. I never read anything without making sure I am in a secure position. I have been like this ever since the age of seven when, sitting on a high wall and reading *The Water Babies*, I was so seduced by the descriptions of underwater life that I unconsciously relaxed my muscles. Instead of floating on the water that so vividly surrounded me in my mind, I fell to the ground and passed out<sup>3</sup> for a moment. I can still feel the scar<sup>4</sup> under my fringe now.

I opened the letter and pulled out half a dozen pages, all written in the same unusual script.

<sup>1</sup> a rectangle – prostokąt

<sup>2</sup> guardian – strażnik

<sup>3</sup> to pass out – zemdleć

<sup>4</sup> a scar – blizna

#### 3.1. When the narrator arrived home, she discovered that

- A. her father had turned off all the lights.
- B. the key was cleverly hidden behind a thick book.
- C. somebody had left something for her by the door.

#### 3.2. In the third paragraph, the narrator

- A. draws a conclusion based on somebody's handwriting.
- B. summarises the content of the letter she received.
- C. identifies the author of the letter as an experienced writer.

### 3.3. When the narrator was seven years old, she

- A. nearly drowned in a river.
- B. lost consciousness after a fall.
- C. strained her muscles too much.

### Tekst 2.

#### NAPOLEON BONAPARTE'S LETTER IN ENGLISH

An illuminating letter written by Napoleon in English, which was sold for 325,000 euro at auction, offers a window into the mind of the French emperor, struggling with the syntax of the language of enemy Britain.

It's one of three such English-language letters by Napoleon in the world, according to the auction organizers. After fierce bidding<sup>1</sup> which included a number of English collectors, it was bought by the Museum of Letters and Manuscripts in Paris. The selling price – five times what had been predicted – suggests the document's historic value. It's evident from the letter that Napoleon, who had earlier described England as a nation of shopkeepers, decided to learn the language of Shakespeare late in life.

Napoleon wrote the letter while detained<sup>2</sup> by the British on the remote island of Saint Helen's. The standard-sized sheet of paper is a homework exercise Napoleon sent to an English teacher for correction in 1816. In a moment of surprising humility<sup>3</sup>, Napoleon asks his teacher in the letter to correct his mistakes. If you ever look at the copy, you will notice there are plenty of them.

The auction house president, Jean-Pierre Osenat, says "My view is that Napoleon had a great admiration for England. The English have the wrong idea: he didn't hate them, he was just a military man, and the French interests were different to the English."

"It seems that vanity, too, may have played a role," adds Osenat. "Napoleon was always worried about his image. Though at the time he was isolated on the South Atlantic Ocean island, he probably still cared about what people thought, so he wanted to read what was said about him in the English press".

Whatever the reason and despite Napoleon's best efforts, the letter shows he knew he still had some way to go in mastering the language.

<sup>1</sup> bidding – licytacja

<sup>2</sup> detained – uwięziony

<sup>3</sup> humility – pokora

### 3.4. The letter which Napoleon wrote

- A. points to his problems with accuracy in English.
- B. will soon be displayed by an English collector.
- C. was purchased for less money than expected.

### 3.5. Which of the following is stated in the text as a fact, not an opinion?

- A. The letter proves that Napoleon started to learn English out of vanity.
- B. In the letter Napoleon shows his secret admiration for England.
- C. The letter was written when Napoleon was held captive.

**Zadanie 4. (0–4)**

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B albo C.

**DOPING AT THE OLYMPICS**

The original rules against doping in the Olympic Games were introduced at the London Olympiad in 1908. Competitors in the marathon were strictly forbidden to take drugs of any sort, **4.1.** \_\_\_\_\_ without practical methods of testing, this was more of a request than a rule. The organisers probably had in **4.2.** \_\_\_\_\_ two specific substances – alcohol and strychnine – that had been used by the winner of the Olympic Marathon at the 1904 St Louis Games. However, in 1908 the Olympic officials **4.3.** \_\_\_\_\_ a blind eye to another enhancement product. In fact, they arranged for it **4.4.** \_\_\_\_\_ for free to the runners during the race. The official caterers at the event were Oxo, who provided their beef extract in drinks to athletes. Could it aid performance? Probably more than alcohol...

**4.1.**

- A. although
- B. therefore
- C. unless

**4.2.**

- A. place
- B. vision
- C. mind

**4.3.**

- A. made
- B. kept
- C. turned

**4.4.**

- A. to have given
- B. to be given
- C. being given

**Zadanie 5. (0-4)**

Przeczytaj tekst. Uzupełnij każdą lukę (5.1.–5.4.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

**AN ANIMAL IS REDISCOVERED**

Scientists exploring the wildlife of Madagascar, an island off the east coast of Africa, had a wonderful surprise recently. They confirmed that Sibree's lemur, which was thought to **5.1.** \_\_\_\_\_ extinct, was alive and well.

The discovery didn't happen overnight but **5.2.** \_\_\_\_\_ some time to figure out. A few years ago, Mitchell Irwin, a scientist from McGill University, in Montreal, was exploring animal life in Madagascar. **5.3.** \_\_\_\_\_ he and his team walked the land, they came upon some dwarf lemurs that looked a little bit different from other dwarf lemurs they **5.4.** \_\_\_\_\_ seen. Irwin caught two of them and tested their DNA. The tests confirmed that the lemurs are a dwarf species that people thought had died out 100 years earlier when humans cut down the animals' forest homes to make way for development.

**Zadanie 6. (0–4)**

Przetłumacz na język angielski podane w nawiasach fragmenty zdań 6.1.–6.4., 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.

6.1. I can't understand Mike's withdrawal from the election. I think that (*on został zmuszony do podjęcia*) \_\_\_\_\_ such a decision.

6.2. I (*pomógłbym kierowcy*) \_\_\_\_\_ if I had been closer to the scene of the accident.

6.3. The summer day wasn't warm enough (*żebyśmy poszli popływać*) \_\_\_\_\_.

6.4. It doesn't matter that there are dozens of printers in our office. Most of the time (*żadna z nich nie działa*) \_\_\_\_\_ anyway.

**Zadanie 7. (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, który wybrałeś(-aś), zakreślając jego numer.

1. Kupon na wykonanie skoku na bungee lub skoku ze spadochronem stał się ostatnio popularnym prezentem urodzinowym wśród młodzieży. Czy taki prezent to dobry pomysł? Napisz **rozprawkę** na ten temat, rozważając go z punktu widzenia osoby kupującej prezent oraz osoby, która taki prezent otrzymuje.
2. Coraz więcej nastolatków ulega fascynacji stylem życia gwiazd show biznesu. Zredaguj **artykuł** do redakcji młodzieżowego czasopisma, w którym przedstawisz swoją opinię na temat przyczyn tego zjawiska i opisz doświadczenia osoby, na której życie taka fascynacja wywarła znaczący wpływ.

**CZYSTOPIS**

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**BRUDNOPIS** (*nie podlega ocenie*)