

Miejsce na nalepkę  
z kodem szkoły

# PRÓBNY EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

## Arkusz II

**Czas pracy 70 minut**

### Instrukcja dla zdającego

1. Proszę sprawdzić, czy arkusz egzaminacyjny zawiera 8 stron. Ewentualny brak należy zgłosić przewodniczącemu zespołu nadzorującego egzamin.
2. Obok każdego zadania podana jest maksymalna liczba punktów, którą można uzyskać za jego poprawne rozwiązanie.
3. Za rozwiązanie wszystkich zadań można otrzymać łącznie 27 punktów.
4. Ocena końcowa dla poziomu rozszerzonego jest otrzymywana w wyniku pomnożenia przez 2 sumy punktów uzyskanych z obu arkuszy tego poziomu.
5. Należy pisać czytelnie, tylko w kolorze niebieskim lub czarnym.
6. Błędne zapisy należy wyraźnie przekreślić. Nie wolno używać korektora ani ołówka.

*Życzymy powodzenia!*

**ARKUSZ II**

**ROK 2004**

Uzyskane punkty		
nr zad.	maksymalna liczba punktów	liczba uzyskanych punktów
<b>Rozumienie ze sluchu</b>		
9.	6	
10.	5	
11.	4	
<b>Rozumienie tekstu czytanego i rozpoznawanie struktur gramatyczno-leksykalnych</b>		
12.	6	
13.	6	
<b>Suma</b>	<b>27</b>	

(Wpisuje zdający przed rozpoczęciem pracy)

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**PESEL ZDAJĄCEGO**

## ROZUMIENIE ZE SŁUCHU

### Zadanie 9. (6 pkt)

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie wypowiedź Billa, dotyczącą jego wspomnień z dzieciństwa. Zdecyduj, które zdania są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem (X) odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

		TRUE	FALSE
9.1.	When he was a boy, Bill used to play baseball with his grandfather.		
9.2.	During the March tryouts Bill was chosen to play for "The Scouts".		
9.3.	"The Scouts" were very successful that year.		
9.4.	Bill received a baseball glove from his brother.		
9.5.	Bill's daughter doesn't play baseball at all.		
9.6.	In the past, girls weren't allowed to play baseball.		

### Zadanie 10. (5 pkt)

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie wywiad z ekspertem do spraw wirusów komputerowych. Z podanych możliwości wybierz właściwą, zgodną z treścią usłyszanych informacji. Zakreśl literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

#### 10.1. A computer virus

- A. is a program which exists on every person's computer.
- B. does harm to computer software.
- C. causes damage to the computer hardware.
- D. is created by someone with programming knowledge.

#### 10.2. People who plant viruses

- A. never work on their own.
- B. are often teenagers.
- C. do not join any IT groups.
- D. rarely communicate over the Internet.

#### 10.3. Viruses are created

- A. because their programmers want to become famous.
- B. when their programmers lose their job.
- C. to provide entertainment for those who receive them.
- D. to stop vandalism of public property.

#### 10.4. The *I love you* virus

- A. wasn't meant to reach large business companies.
- B. gave birth to 400 other viruses.
- C. was written in the Philippines.
- D. caused damage only in the Philippines.

#### 10.5. The best way of protecting your computer against viruses is

- A. not to use it for thirty days.
- B. to apply a special virus combating program.
- C. to never check your e-mail automatically.
- D. to avoid scanning software while installing it onto your computer.

### Zadanie 11. (4 pkt)

Zapoznaj się z poniższymi zdaniami, oznaczonymi (A-H). Usłyszysz dwukrotnie serwis informacyjny. Wybierz 4 zdania, których treść odnosi się do nagrania. Wpisz odpowiednie litery do tabeli 11.1.-11.4. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. The crew on the Arctic Sunrise ship drowned during the attack by the anti-logging campaigners.
- B. Two aircraft and three boats are looking for the missing Londoner.
- C. Her family is being informed about the search.
- D. King Edward used a stick as he left hospital.
- E. She underwent an operation on her face and leg.
- F. The couple found about 400 ancient coins on a farm.
- G. The coins were part of the Cantiaci tribe graves.
- H. The couple work for the British Museum.

11.1.	11.2.	11.3.	11.4.

## ROZUMIENIE TEKSTU CZYTANEGO I ROZPOZNAWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

### Zadanie 12. (6 pkt)

Przeczytaj fragment artykułu, z którego usunięto sześć zdań. Wpisz w miejsca 12.1.-12.6. literę (A-G), którą oznaczone jest brakujące zdanie. Jedno z podanych zdań nie pasuje do tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

#### *Lip-Reading Mobiles To Silence Loud Mouths*

The days when we have to listen to other people's mobile phone conversations are nearly over. Japanese inventors have developed a cellular phone that can read your lips! In the future all we will have to do is make the shape of words with our mouths and (12.1.) \_\_\_\_\_. A sensor near the mouthpiece will detect tiny electrical signals sent by the muscles around the mouth. These signals will then be translated by a speech synthesizer, or (12.2.) \_\_\_\_\_.

The engineers that are developing the new phones say that speaking on mobiles can be difficult in public places where (12.3.) \_\_\_\_\_. The lip-reading mobiles will also be good for shutting up those very annoying individuals who insist on screaming into their handsets when (12.4.) \_\_\_\_\_. In Japan, mobiles are already banned in some public places, such as public transport networks. In other places, Japanese social etiquette demands that (12.5.) \_\_\_\_\_.

The lip-reading phones are only at the prototype stage at the moment, unfortunately. The Japanese company that is developing them says that (12.6.) \_\_\_\_\_. So right now they are working on getting the mobiles to recognize all the consonants. With luck, the new phones will be available early next year.

- A. you are sitting next to them on the bus
- B. people using mobile phones must hold a hand over their mouths and speak softly
- C. the phones can only recognize all the different vowels
- D. the phones will not be very expensive
- E. into text as an SMS or e-mail
- F. there is too much noise, such as on trains, or in the middle of a heavy metal concert
- G. the phone will convert these lip movements into speech or text.

### **Zadanie 13. (6 pkt)**

**Przeczytaj uważnie poniższy tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 0,5 punktu.**

#### *Letter From Africa*

Too much homework, loads of class work, not enough time. It can be tough for everyone at school. But in Zambia it can be very tough. Father Wojciech Kozłowicz (13.1.) \_\_\_\_ English in Zambia for many years and opened the first ever bookshop selling English textbooks in the capital, Lusaka. (13.2.) \_\_\_\_, he describes what it is like for many children in Zambia and how difficult it can be for them to educate themselves. Zambia (13.3.) \_\_\_\_ be called Northern Rhodesia. It got its new name in 1964 when the British left and the country won its independence. Nine million people live here. Zambia is a poor country. The average (13.4.) \_\_\_\_ expectancy is only 38 years. (13.5.) \_\_\_\_ they live in difficult conditions the children of Zambia want to learn and educate themselves. 78 per cent of the population can read and write, which is quite a high figure (13.6) \_\_\_\_ the circumstances. After teaching in Africa it's obvious that one can't compare schools in Europe with those in Zambia. Like anywhere, children want to go to school. They are lucky if the school is built from bricks and not clay or when they sit on a chair and not on the floor. Frequently, children go to school without any food. (13.7.) \_\_\_\_ of them eat only once or twice a day when they find a mango tree (free for everybody) (13.8.) \_\_\_\_ . In this time of computers in the West, students in many parts of Zambia have only a pencil and one exercise book. In a town they must have shoes, (13.9.) \_\_\_\_ it is difficult to be accepted by other folk. When I was teaching in a secondary school in Luwingu, in the north of Zambia, it was Good Friday. We usually (13.10.) \_\_\_\_ on that day. I was going to ask the pupils from the school to also do it for the day. (13.11.) \_\_\_\_, I changed my mind quickly because I understood that the students do this every day. Sometimes, I would like (13.12.) \_\_\_\_ you that you are lucky not to be born in Zambia. Now you see the difference between our situation and yours. Maybe you should thank God and your parents.

- 13.1.**  
A. has taught  
B. has been teaching  
C. is teaching  
D. teaches

- 13.2.**  
A. Lower  
B. Under  
C. Beneath  
D. Below

- 13.3.**  
A. can  
B. was  
C. used to  
D. would

- 13.4.**  
A. life  
B. live  
C. alive  
D. living

- 13.5.**  
A. Apart from  
B. In spite of  
C. Even though  
D. If only

- 13.6.**  
A. at  
B. under  
C. on  
D. by

- 13.7.**  
A. Little  
B. Few  
C. Much  
D. Most

- 13.8.**  
A. on the way  
B. by the way  
C. in the way  
D. in a way

- 13.9.**  
A. while  
B. so that  
C. otherwise  
D. whereas

- 13.10.**  
A. feast  
B. fast  
C. fest  
D. fist

- 13.11.**  
A. Moreover  
B. Although  
C. However  
D. Despite

- 13.12.**  
A. to be reminded to  
B. to have reminded  
C. reminding  
D. to remind