

WYPEŁNIA ZDAJĄCY

KOD	PESEL
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

*miejsce
na naklejkę*

**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO
POZIOM ROZSZERZONY**

DATA: **6 maja 2020 r.**
GODZINA ROZPOCZĘCIA: **14:00**
CZAS PRACY: **do 155 minut**
LICZBA PUNKTÓW DO UZYSKANIA: **38**

**WYPEŁNIA ZESPÓŁ
NADZORUJĄCY**

Uprawnienia zdającego do:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | nieprzenoszenia odpowiedzi
na kartę odpowiedzi |
| <input type="checkbox"/> | dostosowania zasad
oceny. |

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 13 stron (zadania 1–7).
Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego
egzamin.
2. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym
tuszem/atramentem.
3. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
4. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
5. Na tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL
i przyklej naklejkę z kodem.
6. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego,
zamaluj pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem
 i zaznacz właściwe.
7. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
8. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.



MJA-R1_7P-202

NOWA FORMUŁA

Zadanie 1. (0–4)

Przeczytaj trzy teksty o znanych ulicach w Stanach Zjednoczonych (A–C) oraz zdania 1.1.–1.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli.

Uwaga: jeden tekst pasuje do dwóch zdań.

1.1.	A motor vehicle ban is in force on the most prominent part of this street.	
1.2.	This road once had a sad record of fatal accidents.	
1.3.	A stretch of this street was restructured to make driving safer there.	
1.4.	There are different surfaces on this road.	

A. MULHOLLAND DRIVE

When Mulholland Drive was completed in 1924, the city took the day off. The fifty-five-mile-long road twists wildly along the top of the mountains until it becomes unpaved¹. There it winds west through dry creeks thick with wild flowers. Descending through a steep oak and eucalyptus canyon, it ends at Leo Carrillo State Park. This section, known by many as Dirt Mulholland, is not accessible by car, but it's popular with mountain bikers. The paved stretch² was once popular with car racers, some of whom underestimated its challenge. The increasing death toll made the city police increase monitoring on the street to discourage racing.

B. PENNSYLVANIA AVENUE

Designed as part of the layout of Washington, D.C., Pennsylvania Avenue was intended to be a 'grand avenue' vital to the city's infrastructure. It was one of the earliest roads constructed in the capital. Until it was paved with crushed stone in 1832, it had been a dirt road. George Washington and Thomas Jefferson recognized its significance and planted oak trees along its edges to distinguish it from other streets in the city. Tradition calls for the President to walk down Pennsylvania Avenue after taking the Oath of Office. After the 9/11 terrorist attack, which claimed thousands of lives, its best-known stretch in front of The White House was permanently closed to traffic for security reasons, but is still open to cyclists and pedestrians.

C. LOMBARD STREET

Lombard Street in San Francisco is world-famous for its quarter-of-a-mile-long cliff-like section. The street was once so steep and hazardous for horse-drawn wagons and early cars that there was talk of imposing a ban on traffic there. However, to make it more manageable and reduce the risk of accidents, an enterprising local property owner suggested the system of sharp hairpin bends³ which is still in use. The bends were later lined with flowers which bloom at different times of year and significantly add to the street's scenic appeal.

¹ unpaved – nieutwardzony, niebrukowany

² stretch – fragment ulicy

³ hairpin bend – serpentyna, zakręt o 180 stopni

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (2.1.–2.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst.

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

CLUNY'S CAGE

Charles Edward Stuart (1720–1788), commonly known as the Young Pretender, or Bonnie Prince Charlie, is an important figure in Scotland's history. He believed the British crown was his birthright¹. Together with his Jacobite followers, he planned to remove the Hanoverian usurper² George II from the throne. His attempt to achieve this, initiated in 1745, ended with the total defeat of his army at the Battle of Culloden. **2.1.** _____ Bonnie Prince Charlie was one of them.

Historians from the *1745 Association* have long sought to establish the location of the hideout³ where Bonnie Prince Charlie stayed with Cluny MacPherson, one of his closest allies⁴, in early September 1746. Maps of the area have long marked "Prince Charlie's Cave", also called "Cluny's Cage", on the southern slopes of Ben Alder. **2.2.** _____ They claim that slightly to the west of the traditional spot⁵ they have found a location which more closely matches MacPherson's description of the prince's shelter.

The vice-president of the *1745 Association* commented on the discovery saying that it cannot be claimed with any certainty that it is the real site of "Cluny's Cage", but it is a reasonable candidate. **2.3.** _____ And the two large rocks found there must indeed have formed a perfect fireplace from which there was a natural chimney. Besides, smaller stones at the site appear to be blackened on the underside, suggesting a fire may have been lit there. The new location fits MacPherson's description almost entirely. **2.4.** _____ Yet, it follows from various accounts that there were some in this area during the mid-18th century. The Association will now consider what further research or archaeological work may be possible and affordable in order to establish this claim beyond doubt.

¹ birthright – something you believe is yours because of your family history

² usurper – a person who takes control of something without having the right

³ hideout – a place where you go to hide, especially if you are in danger

⁴ ally – someone who supports you, especially when other people are against you

⁵ spot – a place

- A. The spot is said to have been chosen by the fugitives because smoke from cooking could disappear up the cliff face without being noticed.
- B. His accomplice, Cluny MacPherson, made an attempt to overthrow the king, but failed and had to flee and hide.
- C. The Jacobites who survived had to run for their lives, and often spent months in hiding.
- D. The only thing that is not in keeping with it is the fact that there are no trees at the site of the supposed hideout.
- E. However, some members of the organisation have doubts whether it is the true site of the hideout.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. (0–5)

Przeczytaj dwa teksty na temat pszczół. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

A WALK WITH AUGUST

On our first Friday evening, when the sky was still pink from the sunset, I went with August to the bee yard. I hadn't been to the hives¹ before, so she gave me a lesson in "bee yard etiquette". Don't be afraid, no life-loving bee wants to sting you. Still, don't be an idiot; wear long sleeves and trousers. If you feel anxious, whistle. Anxiety agitates, while whistling calms bees down. Above all, show the bees love. August had been stung so many times she had immunity. In fact, she said, stings helped her arthritis, but since I didn't have arthritis, I should cover up. She made me put on one of her long-sleeved white shirts, then placed one of the white helmets on my head and adjusted the netting.

August kept 48 hives in the woods around the house, and she was allowed to have another 280 on neighbouring farms. Thus, the bees had a rich variety of flowers to choose from and produced honey which was more delicious than ever. Those farmers loved her bees, as they made the watermelons redder and the cucumbers bigger. They would have welcomed her bees for free, but to show her gratitude, August paid every one of them with five gallons of honey.

She was constantly checking on all her hives. I watched her load her red wagon with frames that you put in the hives for the bees to deposit honey on.

"We have to make sure the queen has plenty of room to lay her eggs, or else we'll get a swarm²," she said.

"What does a swarm mean?"

"Well, if you have a queen and a group of independent-minded bees that split off from the rest of the hive and look for another place to live, then you've got a swarm. They usually cluster on a tree branch somewhere."

It was clear she didn't like swarms.

"So," she said, getting down to business, "what we have to do is take out the frames filled with honey and put in empty ones."

We walked towards the hives. August's assistant beekeeper, Zach, had placed a brick on top of each hive to inform August what to do. If the brick was at the front, it meant the colony needed another frame. If the brick was at the back, there were problems which had to be dealt with, like wax moths or ailing³ queens. Turned on its side, the brick announced a happy bee family. August pulled out a frame from one of the hives.

"There she is, Lily," said August. "That's the queen, the large one."

I made a curtsy like people do for the Queen of England, which made August laugh.

¹ hive – ul

² swarm – rój

³ ailing – chory, niedomagający

3.1. In the first paragraph, the narrator

- A. presents the precautions recommended by August.
- B. questions August's attitude to bees.
- C. blames arthritis on bee stings.

3.2. From the second paragraph, we learn that

- A. a variety of flowers made the bees produce more honey.
- B. August used tricks to encourage the bees to move to beehives on farms.
- C. August's cooperation with the farmers was mutually beneficial.

3.3. What was the significance of a brick's position on a beehive?

- A. It indicated the time when the lid was last removed.
- B. It alerted August to a swarm forming in a beehive.
- C. It signalled what action, if any, ought to be taken.

Tekst 2.

MONITORING THE SECRET LIFE OF BEES

“2 bee, or not 2 bee?” That is the question Londoners could be asking when trying to spot one of hundreds of specially numbered bees released¹ into the capital. Biologists at Queen Mary University of London have super-glued numbers to 500 bees. The biologists will be sending them off from campus rooftops as part of the *London Pollinator Project*, aimed at preventing a further decline in urban bee numbers caused, for example, by pesticides or a lack of flowers rich in nectar. In an effort to restore² the population of these beneficial creatures, researchers are attempting to uncover the secret lives of the insects: locate their preferred places in the capital and discover their favourite flowers. Hopefully, thanks to these findings, appropriate steps can be taken and the number of bees will gradually go up.

Local residents can play a part in the project by creating bee-friendly spaces. Should the same bees return to their balcony or garden, they can record how many times during the day bees do so and which flowers they choose. Then they can send these observations to the researchers using an app created for that purpose. In addition, to encourage a city-wide appreciation³ of bees, the university is also going to award prizes for the best snapshots of these insects. Pictures should be sent via email to the address given on the university website.

Knowledge acquired about bee memory for places or flower preferences can help the authorities improve planting schemes which aim to stimulate bee population growth. Additionally, this experience is likely to develop individuals’ connections with bees and, consequently, awaken a deeper understanding of why assistance with the conservation⁴ of these creatures is crucial. According to bee experts, Britain’s bees are facing multiple threats⁵, but we can all play a part in helping them. Making our cities friendly to bees is easy and can make a real difference to the insects’ survival.

¹ release – to give freedom

² restore – to return something to its earlier good condition

³ appreciation – an understanding of how good something is

⁴ conservation – protection of plants and animals

⁵ threat – a suggestion that something unpleasant may happen

3.4 The main goal of the *London Pollinator Project* is

- A. to encourage city dwellers’ fondness for bees.
- B. to estimate the number of bees in the urban environment.
- C. to investigate ways of increasing the bee population in the city.

3.5. The smartphone app enables local residents to

- A. enter a bee-related photo competition.
- B. submit reports of bee sightings.
- C. receive feedback on new planting schemes in cities.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 4. (0–4)

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

SHAKESPEARE'S ORIGINAL CLASSROOM REVEALED

Following a £1.8 million restoration, Shakespeare's Schoolroom & Guildhall in Stratford-upon-Avon opened its doors to the public on 23rd April, 2016. Located in the heart of the town and within a five-minute walk from Shakespeare's place of birth, this is the building where William Shakespeare is believed to **4.1.** _____. Michael Wood, a historian and broadcaster, described it as "one of the most atmospheric, magical and important buildings in the whole of Britain."

There are no surviving records of the school's pupils in the 16th century, but it is almost certain that this was the school Shakespeare attended until the age of 14 or 15.

4.2. _____ Shakespeare didn't go to university, all his formal education would have taken place in this single room. There would have been 40 boys, aged from 7 to 15, all taught together by the same teacher. This was a classical education which placed a strong **4.3.** _____ on Latin and memorisation.

In the building, visitors exploring Shakespeare's childhood learn the story of his time in Stratford – his education and the inspiration that **4.4.** _____ him to become the world's greatest playwright.

4.1.

- A. being studied
- B. have studied
- C. be studying

4.2.

- A. Despite
- B. As
- C. However

4.3.

- A. effect
- B. inspiration
- C. emphasis

4.4.

- A. held
- B. made
- C. led

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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.

DO PROFESSIONAL ATHLETES GET PAID TOO MUCH?

Wouldn't it be great to make \$100 million a year simply by doing sports? Many professional athletes certainly think so. But do they really deserve all that money?

To my mind, absolutely not. The money you receive should be relative to the importance of your job and its value to society. Yet, **5.1.** _____ to statistics, nurses are paid considerably less than professional athletes. Police officers, firefighters, and rescue teams **5.2.** _____ their own lives while saving others and earn a fraction of what sports stars make. It's truly a pity that **5.3.** _____ of them are given the same recognition as our sporting heroes.

I do understand that **5.4.** _____ takes a tremendous number of hours of hard work and dedication to succeed in a competitive sporting environment. However, these people do nothing more than entertain the public. They shouldn't be paid so much.

Zadanie 6. (0–4)

Uzupełnij zdania 6.1.–6.4., 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.

6.1. You (*must / forget*) _____
to tell them how to get to our house. Otherwise, they would have arrived long before now.

6.2. (*Jack / request / have*) _____
a day off met with his employer's refusal.

6.3. If the trekkers (*decide / take*) _____
the shorter route, they would be in trouble now. Fortunately they didn't.

6.4. The ski jumping competition (*have to / cancel*) _____
yesterday due to strong wind.

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 wybrany przez Ciebie, zakreślając jego numer.

1. Niektóre firmy umożliwiają pracownikom zabieranie psa do pracy. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony takiego rozwiązania.
2. Obejrzałeś(-aś) ostatnio finał programu typu talent show. Uważasz, że osoba, która wygrała w wyniku głosowania widzów, wcale nie była najlepsza. Napisz **artykuł**, w którym uzasadnisz, dlaczego występ zwycięzcy nie zasługiwał na wygraną, i zaproponujesz inny sposób wyłaniania zwycięzcy w tego typu programach.

CZYSTOPIS

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

BRUDNOPIS (*nie podlega ocenie*)

