

**UZUPEŁNIA ZDAJĄCY**

**KOD**

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**PESEL**

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*miejsce  
na naklejkę*

dysleksja

**EGZAMIN MATURALNY  
Z JĘZYKA ANGIELSKIEGO**

**POZIOM ROZSZERZONY**

**CZĘŚĆ II**

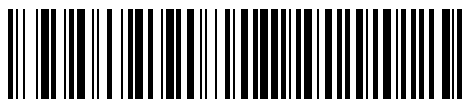
**6 MAJA 2016**

**Instrukcja dla zdającego**

1. Sprawdź, czy arkusz egzaminacyjny zawiera 7 stron (zadania 4 – 9). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 25 minut i jest nagrana na płycie CD.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
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.

**Czas pracy:  
70 minut**

**Liczba punktów  
do uzyskania: 27**



## ROZUMIENIE SŁUCHANEGO TEKSTU

### Zadanie 4. (5 pkt)

Usłyszysz dwukrotnie wywiad na temat nietypowych zawodów sportowych. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False). Za każde poprawne rozwiązanie otrzymasz 1 punkt.

		T	F
4.1.	The place where the competition is held is inaccessible by public transport.		
4.2.	Every participant who covers the whole distance of the race receives a medal.		
4.3.	Professional swimwear is <b>not</b> required to enter the competition.		
4.4.	Some participants have developed serious skin infections.		
4.5.	In the interview, Simon explains how the competition gained international popularity.		

### **PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

### Zadanie 5. (5 pkt)

Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat organizacji charytatywnych. Do każdej osoby (5.1.–5.5.) dopasuj zdanie podsumowujące jej wypowiedź (A–F). Wpisz rozwiązania do tabeli.

**Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.  
Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. Working for a charity might boost your chances on the job market.
- B. The well-being of disadvantaged groups should not rest on charities.
- C. Local charities spend money efficiently.
- D. Charities need financial transparency.
- E. Companies which support charities influence them too much.
- F. Charity should not be restricted to financial help.

5.1.	5.2.	5.3.	5.4.	5.5.

### **PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 6. (5 pkt)**

Usłyszysz dwukrotnie wywiad z producentem programów kulinarnych. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

**6.1. Geoffrey Drummond became convinced he wanted to work with Julia Child after**

- A. trying one of her dishes in a New York restaurant.
- B. watching a TV programme she was hosting.
- C. seeing her run a cookery class.
- D. attending a lecture about her.

**6.2. After Julia agreed to work with Geoffrey on the series *Cooking with Master Chefs*, she**

- A. showed more involvement in the project than he expected.
- B. made it clear she intended to travel as little as possible.
- C. realised her age was going to be a disadvantage.
- D. insisted on choosing the menus herself.

**6.3. Geoffrey recalls that in one of her programmes Julia**

- A. got angry because her dish did not meet someone's expectations.
- B. pretended she liked something which tasted awful.
- C. made her dish look less attractive on purpose.
- D. had a violent argument with another chef.

**6.4. When working on the programme, Julia**

- A. prepared the dishes herself from start to finish.
- B. read a detailed script before the actual filming.
- C. filmed the staff in a basement kitchen.
- D. enjoyed improvising on the set.

**6.5. When answering the last question, Geoffrey**

- A. outlines Julia's culinary dreams and ambitions.
- B. emphasizes Julia's contribution to the culinary world.
- C. explains why the profession of a chef is so challenging.
- D. draws attention to the importance of homemade meals.

***PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!***

## ROZUMIENIE PISANEGO TEKSTU I ROZPOZNAWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

### Zadanie 7. (5 pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C albo D. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

#### THE PAINTING

Strickland made no particular impression on the people who came in contact with him. To them he was no more than a man in constant need of cash, remarkable only for the fact that he painted pictures which seemed ridiculous to them; and it was not until he had been dead for some years that the dealers from Paris and Berlin came to look for any pictures which might still remain on the island where he created his best works. They remembered that they could have cheaply bought canvases which were now worth large sums, and they could not forgive themselves for the opportunity which had escaped them.

There was a trader called Cohen, who had once come by one of Strickland's pictures. He was a little old Frenchman, half trader and half seaman. I went to see him and began to talk to him about Strickland. He had known Strickland well. "You see, I wasn't interested in him because he was a painter," he told me. "We hardly get any painters in the islands, and I was sorry for him. I gave him his first job shortly after we'd met. I had a plantation, and I wanted a supervisor. You never get any good work from workers unless you have a man over them. So I allowed him plenty of time for painting, and he could earn a bit of money. I knew he was starving so I offered him good wages."

"I can't imagine that he was a very satisfactory supervisor," I said, smiling.

"You got that right! He only remained a few months. When he had enough money to buy paints and canvases he left me. But I continued to see him once in a while. He would turn up and stay for a few days; he'd get money out of someone and then disappear again. It was on one of these startling visits that he asked for the loan of two hundred francs to settle his debts. He looked as if he hadn't had a meal for a week, and I didn't have the heart to refuse him. Of course, I never thought I would see my money again. Well, a year later he came to see me, and he brought a picture. He did not mention the money he owed me, but delivered a picture that he'd painted for me."

"What was it like?" I asked.

"Do not ask me. I could not make head or tail of it. So I took it into the attic and put it away with all sorts of rubbish. Then, after thirty years, my brother wrote to me from Paris interrogating whether I knew anything about an English painter who used to live in Tahiti. It turned out that his pictures fetched large prices, and my brother thought there was money to be made. So, my wife and I went up to the attic, and there, among piles of rubbish was the picture we never hung in our house. I looked at it again and so did my wife. We didn't see anything in the picture. My wife even thought that my brother must have gone crazy if he wanted that thing. It depicted a plantation of coconuts with blue leaves, something never and nowhere seen before. Well, we sent it to my brother. When I received a letter from him, I couldn't believe my eyes. What do you think he said? He confessed that he thought it was a joke that I had played on him. He would not have given the cost of postage for the picture. Imagine his surprise when the trader stated it was a masterpiece, and offered him thirty thousand francs. He would have paid more, but frankly my brother was so taken aback that he'd lost his head. He accepted the offer before he was able to collect himself."

*adapted from Moon and Sixpence by William Somerset Maugham*

**7.1. In the first paragraph, we learn that Strickland**

- A. regularly lacked money.
- B. refused to trade his paintings to art dealers.
- C. kept his profession secret from local people.
- D. found it difficult to paint while living on the island.

**7.2. What made Cohen hire Strickland?**

- A. A long-lasting friendship.
- B. A keen interest in art.
- C. A desperate need for profit.
- D. A desire to help.

**7.3. After leaving the job on the plantation, Strickland**

- A. kept away from the island.
- B. relied on other people's help.
- C. settled in one place for good.
- D. found a stable occupation.

**7.4. The painting that Strickland gave Cohen**

- A. was hidden in the attic for safety reasons.
- B. showed a scene that looked unrealistic.
- C. was recognised as a stolen masterpiece.
- D. made a positive impression on Cohen's wife.

**7.5. The text is about**

- A. a trader pursuing a promising career in art.
- B. a painting that changed an artist's life.
- C. an artist appreciated after his death.
- D. a painter who fell from grace.

***PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!***

**Zadanie 8. (4 pkt)**

Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w luki 8.1.–8.4. litery, którymi oznaczono brakujące fragmenty (A–E), tak aby otrzymać logiczny i spójny tekst. **Uwaga:** jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

WEARABLE TECH DEVICES

The approximately 15 million smart glasses, fitness bands and watches sold proves that public interest in wearable technology has rocketed recently. **8.1.** \_\_\_\_ Just like PCs and smartphones, wearable devices create a ‘data exhaust’, a stream of quite easily accessible information that is extremely attractive to cybercriminals.

One of the most apparently innocent forms of wearable technology is the smart fitness band, which measures a range of activities: from steps walked to hours slept. **8.2.** \_\_\_\_ Having acquired such data, they are able to work out where the target of their attack lives, works, and stops for coffee. The hacker could then use this information. Data extracted from a smartwatch can show chronic high blood pressure which could be used to prove that a person is unfit for work. A cybercriminal could use such information to blackmail their targets, or even to publicly discredit them. **8.3.** \_\_\_\_ If a cybercriminal snapped images from it, they could build up a complex picture of where the target is, what they are doing and who they are meeting. The wearable devices could also act as gateways to other devices or data stored in the cloud. If the smartwatch or eyewear is unprotected, it becomes the weak point in the chain, giving hackers a backdoor to confidential data.

Unfortunately, many cybersecurity experts acknowledge that there is very little consumers can do to protect themselves from these risks. **8.4.** \_\_\_\_ However, it should not be up to users, but to the wearable technology manufacturers themselves to install security into their devices.

*adapted from www.telegraph.co.uk*

- A. For most of us such detailed information on other people’s lives seems irrelevant. However, it might prove invaluable for hackers and cybercriminals.
- B. One of the precautions they can take is to choose strong passwords or turn their fitness trackers on at the end of the street or round the corner, not outside their front door.
- C. But experts are warning that such an explosive growth in the demand for these gadgets could soon lead to a security nightmare.
- D. In some cases wearable technology gadgets may improve consumer security by being used, for example, as authentication devices which enable recognition.
- E. Another threat to the users of some devices is the built-in camera which may contain a lot of personally sensitive information.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 9. (3 pkt)**

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

Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.

A BRIEF HISTORY OF SPACE FOOD

As the first space flights lasted just a few minutes, there was no **9.1.** \_\_\_\_\_ to carry food onboard. But in the early 1960s, the astronauts of Project Mercury stayed in space for longer periods and had to eat something. The first space foods were unappetizing, to say the least. Most were semi-liquids that were squeezed from tubes and sucked up through straws.

By the time the Gemini mission was launched in 1965, the food **9.2.** \_\_\_\_\_ a bit more enjoyable. The meals were freeze-dried, meaning that they were cooked, quickly frozen and then put in a vacuum chamber to remove the water. **9.3.** \_\_\_\_\_ rehydrate the food, the astronauts simply injected water into the package with a water gun.

The Apollo astronauts were the first **9.4.** \_\_\_\_\_ utensils and no longer had to squeeze food into their mouths. The mission introduced the spoon bowl, a plastic container with dehydrated food inside. When the water was injected into the bowl, the wetness of the food made it cling to the spoon instead of floating away. The Skylab mission, launched in 1973, had the **9.5.** \_\_\_\_\_ of onboard refrigeration, which allowed them to carry 72 different types of menu items.

After the launch of the first space shuttle in the 1980s, meals began to **9.6.** \_\_\_\_\_ the ones that astronauts ate on Earth. They had the choice of 74 different foods and 20 drinks and prepared their meals with a water dispenser and an oven.

*adapted from <http://science.howstuffworks.com>*

- 9.1.**  
A. sense  
B. use  
C. need  
D. point

- 9.2.**  
A. has become  
B. had become  
C. used to become  
D. might become

- 9.3.**  
A. In addition to  
B. With regard to  
C. With a view to  
D. In order to

- 9.4.**  
A. having used  
B. used  
C. to use  
D. use

- 9.5.**  
A. gain  
B. luxury  
C. award  
D. excellence

- 9.6.**  
A. resemble  
B. remind  
C. compare  
D. appear

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