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 ***Formuła 2015***

JĘZYK ANGIELSKI

Poziom rozszerzony

Symbol arkusza
EJAP-R0-**100**-2405

DATA: **13 maja 2024 r.**

GODZINA ROZPOCZĘCIA: **9:00**

CZAS TRWANIA: **150 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **50**

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

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

Przed rozpoczęciem pracy z arkuszem egzaminacyjnym

1. Sprawdź, czy nauczyciel przekazał Ci **właściwy arkusz egzaminacyjny**, tj. arkusz we **właściwej formule**, z **właściwego przedmiotu** na **właściwym poziomie**.
2. Jeżeli przekazano Ci **niewłaściwy** arkusz – natychmiast zgłoś to nauczycielowi. Nie rozrywaj banderol.
3. Jeżeli przekazano Ci **właściwy** arkusz – rozerwij banderole po otrzymaniu takiego polecenia od nauczyciela. Zapoznaj się z instrukcją na stronie 2.

Więcej arkuszy znajdziesz na stronie:
https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

Układ graficzny
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Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 20 stron (zadania 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Na pierwszej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
3. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
4. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
5. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
6. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
7. Symbol  zamieszczony przy zadaniu zamkniętym oznacza, że rozwiązanie tego zadania musisz przenieść na kartę odpowiedzi. Ocenie podlegają wyłącznie rozwiązania zaznaczone na karcie odpowiedzi.
8. Aby zaznaczyć odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe pole.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

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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. What is the man doing?

A. discussing some new exhibits with a visitor
B. explaining to a visitor how to install a new app
C. encouraging a visitor to try out something new

Tekst 2.

1.2. The speaker

A. criticizes ecologists for taking too little action against a factory's expansion plan.
B. draws attention to environmental issues relating to a factory's expansion plan.
C. praises the modifications introduced to a factory's expansion plan.

Tekst 3.

1.3. Which is the best headline for the news item?

A. BEACH CLOSED DUE TO EXTREME WEATHER
B. SCIENTISTS ALARMED BY A RARE SIGHT
C. AN UNUSUAL PHENOMENON EXPLAINED

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Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi na temat pomników. Do każdej wypowiedzi (2.1.–2.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.
<u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

A. describes an unconventional hero who helped people in times of trouble.
B. gives reasons for moving a monument to a new location.
C. mentions an annual event which attracts people to a place.
D. explains how the elements of a statue are related to a famous person.
E. announces a change of plans in order to satisfy the wishes of a community.
F. identifies the source of funding for a statue of some well-known personalities.

2.1.	2.2.	2.3.	2.4.	2.5.

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Zadanie 3. (0–4)

Usłyszysz dwukrotnie rozmowę z osobą, która zajmuje się nurkowaniem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.

3.1. When the speaker went scuba diving for the first time, he

A. jumped into the water enthusiastically.
B. used equipment invented by his father.
C. swam to the surface to say something to his father.
D. tried to take off his oxygen tank in the water.

3.2. When talking about his childhood, the speaker says that he

A. had to stay at boarding school during holidays.
B. appeared in films made by his parents.
C. had no friends among the *Calypso*'s crew.
D. used to travel to various places to see his family.

3.3. Which is NOT true about the speaker's mother?

A. She was responsible for giving medical assistance on board.
B. She was in the Navy like some other members of her family.
C. She was able to keep the crew's spirits up.
D. She was tactful in dealing with others.

3.4. When answering the last question, the speaker

A. emphasizes that ocean protection is a pressing issue.
B. explains the role of businesses in ocean protection.
C. focuses on his family's contribution to protecting the ocean.
D. suggests modifications to his father's scheme for ocean protection.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. NA KARTĘ ODPOWIEDZI!

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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> w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author

4.1.	give examples of temporary changes which had to be made to complete a task?	
4.2.	mention a decision taken in response to a negative reaction from the public?	
4.3.	point to an advantage of the material used for the construction of the buildings?	
4.4.	refer to a comparison someone made while observing buildings being moved?	

HOUSES ON WHEELS

A. Hundreds of San Franciscans lined the streets on Sunday with phones ready to snap a photo of a unique procession slowly making its way through the city. The two-storey Victorian building, known as the Englander House, had spent more than a century in the heart of San Francisco. Instead of demolishing the beautiful building, a specialist team lifted it off its foundations, put it on wheels, and pulled it to a new location six blocks away. To make sure everything went as smoothly as possible, parking meters and traffic signs along the route had to be removed for a day. The six-bedroom house travelled slowly down the road with excited observers following behind. It was the first time a Victorian house had been relocated in 50 years, but it was certainly not the first time ever.

B. Relocating houses is a little-known part of San Francisco's history. As far back as 1886, Mark Twain chronicled a similar move for the local newspaper. "Last night an old house drifted down Sutter Street towards Montgomery," he wrote. The scene depicted by Twain may seem bizarre, but it was quite a common sight at the time. San Francisco's houses, built almost entirely of redwood, were light in comparison to brick houses. The 1900 edition of the city's business directory listed nine companies offering to move a home to a new address.

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C. The city's most famous move – and probably its biggest – happened in the 1970s, when a redevelopment agency set out to clear an entire community and build new housing that would attract wealthy residents. More than 4,000 families had to leave their homes and roughly 2,500 Victorian homes were torn down. But 12 were saved from destruction. Due to local residents' anger over the Victorian buildings being demolished, the agency agreed to auction the 12 houses and transport them out of the area. "It was like moving a group of giant elephants," said a witness to the event.

Na podstawie: www.theguardian.com

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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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.
Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

POLAR BEAR TOWN

Churchill is a small town in Canada, situated on the shore of Hudson Bay and swept by the Northern winds. **5.1.** _____ There they hunt for seals after the bay freezes over and the ice becomes strong enough to support their weight. Over the years, the bears' seasonal presence has earned Churchill the nickname of the Polar Bear Capital of the World.

For more than three decades, Dennis Compayre, a native of Churchill, has been a guide for photographers and filmmakers who want to see the bears. He has become known as "the bear man", due to his work with the bears and his ability to relate to them. **5.2.** _____ "There was always a fierce polar bear in the back of my mind, even when I played ball and ran around the town with my friends," Compayre explains.

Today, Churchill's bear population is far bigger than its human population. Only about 900 permanent residents live in the town. **5.3.** _____ It eventually closed in 1980. Back then, there was no such thing as an organized tour group to see the bears. The only tourists who visited Churchill were bird watchers and those who came up to see the whales.

Fortunately, polar bear-related businesses expanded year by year. Len Smith, a local mechanic, built the first motorized vehicle that would allow groups to travel out safely to see the bears. Although he was still scared of bears, Dennis agreed to serve as both driver and guide. In the beginning, tourists would be lucky if they saw 10 bears, at the most. **5.4.** _____ It was a unique opportunity to observe so many of them in one place.

Today, about 10,000 tourists descend upon Churchill annually during the five-to-six-week "bear season". But the reasons they come are not the same as when Dennis started. "Years back, people came to Churchill excited to catch a glimpse of these majestic creatures," he says. "Everyone had such a good time observing polar bears. But as the Hudson Bay population of bears is gradually shrinking, when tourists view them nowadays, they start to fear for their well-being in the future. Sadly, now our promotional slogan is: 'Come and see the bears before it's too late.' "

Na podstawie: www.smithsonianmag.com

Więcej arkuszy znajdziesz na stronie:
https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

A. When Dennis was growing up, it was inhabited by 7,000 people and most of them were associated in one way or another with the joint Canada – United States military fort located five miles east of the town.

B. The animals were a bit nervous as they'd never seen people before, but with time, they became accustomed to regular visits. People on the tour could expect to see 20 or even 30 polar bears at a time.

C. This minor change in climate has considerably influenced the seasons in Churchill, and with it, the animal migrations. For visitors, that means adjusting their travel plans accordingly.

D. But he wasn't always so close to these inspiring yet often unpredictable creatures. In fact, when he was a boy, polar bears absolutely terrified him.

E. It might be just another dot on the map if it weren't for its seasonal four-legged residents. Every fall, hundreds of polar bears walk through the town, on their way to the bay.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Zadanie 6. (0–5)

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

Tekst 1.

THE ISSUE WITH GOLDFISH

Goldfish may look small and cute in your home, but in the wild it's a different story. Right now, for example, Washington state is fighting off a literal goldfish invasion. Thousands of them have settled in West Medical Lake and are threatening the much smaller native fish population. How did this happen? The Department of Fish and Wildlife suspects that irresponsible pet owners might be to blame. Another possibility is that pet shop owners may have thrown unsold goldfish into the lake. And while the goldfish may have cost their owners just a few dollars, it is going to cost the state around $150,000 to try to remove these rapidly multiplying fish. But this isn't the only place where this is happening. Goldfish are invading lakes and streams worldwide, and it's our fault.

If you think you're doing the world a favour by freeing your goldfish, you're not! Instead, you're setting the stage for an ecological disaster, which could threaten hundreds of other species. Goldfish are one of the world's most invasive species of fish. They were first selectively bred in China 2,000 years ago, for food. Then they started to be kept as pets and were promoted from the status of meals to entertainment. By the 19th century, they reached North America.

Given enough time and plentiful food sources, the cute little goldfish that were once kept in a fish tank at home, grow into giant orange monsters in the wild, reaching a weight of up to 2 kilograms! These giant goldfish are big eaters, feeding on plants, insects, shellfish, and other fish. But they don't just consume what other fish rely on to survive, they feed so energetically that a lot of mud gets kicked up from the bottom of the lake, leading to harmful algae blooms that choke the ecosystem. Another problem is that they also introduce foreign diseases that destroy delicately balanced ecosystems wherever they go. And they aren't content to stay in one place. Goldfish are a rapidly reproducing species which migrates across multiple bodies of water. So, before setting your goldfish free into a lake or river, consider the impact on wildlife.

Na podstawie: www.businessinsider.com

Więcej arkuszy znajdziesz na stronie:
https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

6.1. The goldfish in West Medical Lake

A. have been removed with the help of a pet shop owner.
B. have outnumbered the native species of fish.
C. were attacked by other fish living in the lake.
D. are going to be purchased for $150,000.

6.2. In the last paragraph, the author of the text

A. encourages readers to take part in an environmental campaign.
B. gives recommendations on how to reduce the size of goldfish.
C. warns readers against releasing goldfish into the wild.
D. discourages people from keeping goldfish as pets.

Więcej arkuszy znajdziesz na stronie:
https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

Tekst 2.

CRACKED EGG

Alex and Jacob headed down the river just as they did every Saturday morning. In some areas, the current was faster than in others, but Jacob knew how to handle the boat, thanks to the countless hours he and his dad had spent on the river.

“Look over there! That looks like a good fishing spot!” Alex pointed to an open area with almost no bushes.

“Not this time. Today we’re heading to where Dad took me a couple of days ago. It was a great spot for fishing,” Jacob smiled.

The boys had been looking forward to this trip for days. Usually their mothers insisted they return by nightfall. This time, they were going to spend the night fishing. Soon Jacob spoke up again, “It should be around here somewhere.” He kept looking forward to the right, but he also wanted to make sure the boat was steady. “Now, all we have to do is find the cracked egg,” he said.

Alex looked back at his fishing buddy and exclaimed, “Cracked egg?”

“Yeah, it’s a huge rock that looks like a cracked egg. It’s oval and the crack… well, it’s undeniable.”

A couple of minutes passed and Alex pointed towards a large rock. He stood up, all excited, and grabbed his fishing rod. Suddenly, the boat hit one of the huge stones hidden underwater, which sent the boat racing down the river. Alex lost his balance for a second and dropped his rod into the water.

“Sit down, Alex! The boat’s going to tip over!”

Jacob had barely spoken the words when he leaned over in the opposite direction. When he did so, the boat went crashing into some rocks near to the river bank. They jumped out into the shallow water and pulled the boat onto land. It was immediately obvious that it had been damaged.

“Now what do we do?” Alex shouted. Suddenly he spotted something that looked like a red rooftop. “I’m going to climb that hill and see if I can get help. Wait here in case someone comes by.”

We’re in the middle of nowhere and he wants me to wait for help, Jacob thought. He rolled his eyes and the more he thought about it, the angrier he got.

Alex was at the top of the hill when Jacob heard him shout, “You’ve got to see this! Come and take a look!”

Jacob looked up at Alex and down at the boat. “What about the boat?” he asked.

“Leave it! Come on! You’ve got to see this! There’s a lighthouse up here!” Alex gestured impatiently for Jacob to follow him.

Na podstawie: Debbie J. Embrey, *The Fishing Trip*

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6.3. From the text we learn that Jacob

A. needed Alex's instructions to find the cracked egg.
B. had insufficient experience in controlling the boat.
C. planned to return from the trip before dusk.
D. wanted to visit a place he had been to before.

6.4. What started the boys' problems on the river?

A. The boat tipped over and started sinking.
B. The boat changed course when Alex stood up.
C. The boat collided with an underwater object.
D. The boys jumped into the water to get a fishing rod back.

6.5. When the boys came ashore,

A. Jacob refused to leave the boat.
B. Alex climbed up a hill to seek assistance.
C. they had a heated argument over what to do.
D. they were amazed at the sight of a lighthouse.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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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.

CROWS CAN CLEAN UP OUR STREETS

About 4.5 trillion cigarette filters are dropped on the world's streets each year. But one start-up company, called Crowded Cities, is working on training crows to recognize and pick up cigarette butts. Crows are among the most intelligent members of the animal kingdom and **7.1.** _____ the idea of training them to pick up litter is not as crazy as it may sound. According to studies, they already use certain tools in their own habitats. What's more, they respond well to reward systems and are **7.2.** _____ of learning from one another. The founders of Crowded Cities got the idea to use crows for their project when they **7.3.** _____ some information about a man named Joshua Klein, who teaches crows to collect coins.

An important step in the crows' training is to teach them to drop the cigarette filters into special machines, called CrowBars. If an item dropped into a CrowBar is identified by the machine as a cigarette butt, it releases a piece of food for the crow as a reward. This **7.4.** _____ in order to encourage the crow to return with more cigarette butts. If this scheme proves to be successful, cigarette butts will be easily removed from streets.

Na podstawie: recycle.ab.ca

7.1.

A. despite
B. though
C. therefore
D. because

7.2.

A. likely
B. skilful
C. gifted
D. capable

7.3.

A. came up
B. came about
C. came across
D. came round

7.4.

A. is done
B. is doing
C. used to do
D. has been doing

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Zadanie 8. (0–4)

Przeczytaj tekst. 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.



MOOSE MUST STOP LICKING CARS

There are plenty of amusing road signs around the world.

This winter, pictures of an official road sign from a Canadian National Park were **8.1. (WIDE)** _____ shared on social media. The sign warned drivers not to let moose lick their cars. Moose, large deer living in North America, are a frequent sight in Canada, and their **8.2. (ADDICT)** _____ to salt is well-known. During the winter months, road maintenance services use salt to **8.3. (SURE)** _____ drivers' safety and to melt snow and ice on the slippery roads. It is not uncommon to see moose licking salt off the roads. But now it seems that moose have developed a **8.4. (PREFER)** _____ for licking cars which have been splashed with road salt. Recently, the moose have decided that the salt found on vehicles is particularly delicious. But if you let moose lick the salt on your car, the animals may lose their natural fear of cars, which could lead to serious accidents.

Na podstawie: edition.cnn.com
Źródło: jalopnik.com

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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 – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

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

9.1. Last year, Jack (*be / involve / organize*) _____

_____ a campaign to protect penguins, so we want to nominate him for an award for his efforts.

9.2. He got soaked in the rain. He should (*take / umbrella*) _____

_____ before he set off.

9.3. Nobody managed (*find / easy*) _____

_____ solution than Susan, so we used her idea.

9.4. She wanted to take the lift, but it (*be / order*) _____

_____ that day, so she had to use the stairs.

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Zadanie 10. (0–13)

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

1. Wielu młodych ludzi decyduje się na pracę w ramach wolontariatu w trakcie wakacji. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony takiej decyzji.

2. Niedawno uczestniczyłeś(-aś) w zawodach rowerowych. Napisz **artykuł**, w którym zrelacjonujesz ich przebieg i wyjaśnisz, dlaczego warto, żeby młodzi ludzie brali udział w rywalizacji sportowej.

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