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 Z JĘZYKA ANGIELSKIEGO

POZIOM ROZSZERZONY

DATA: **7 maja 2021 r.**
GODZINA ROZPOCZĘCIA: **9:00**
CZAS PRACY: **150 minut**
LICZBA PUNKTÓW DO UZYSKANIA: **50**

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

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

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 15 stron (zadania 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
5. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
6. Na tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
7. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem ◉ i zaznacz właściwe.
8. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

EJAP-R0-**100**-2105

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. Which is the best headline for the news item?

A. FISHERMAN FALLS VICTIM TO A SHARK ATTACK
B. SHARK DISRUPTS A POLICE OPERATION
C. BOAT OWNER ALARMS POLICE ABOUT A HUGE SHARK

Tekst 2.

1.2. Which of the following is stated by the speaker as an opinion, and not a fact?

A. Businesses are responsible for most of the city's waste.
B. Half of the trash produced by the city per year has to be recycled.
C. Recycling can reduce the company's waste disposal costs by a quarter.

Tekst 3.

1.3. What are the speakers doing?

A. negotiating a part of a contract
B. arguing about the meaning of a paragraph in a contract
C. deciding how to share the profits they have made on a contract

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat różnych sytuacji związanych z uroczystościami ślubnymi. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker mentions

A. an amusing solution to a break in water supply.
B. a wedding planner's mistake that resulted in a disaster.
C. damage to a wedding venue which happened shortly before the reception.
D. a wedding planner's idea rejected by the bride and groom.
E. the reason for the unappealing look of a wedding gift.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–5)

Usłyszysz dwukrotnie wywiad z naukowcem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.

3.1. Why does Professor Cantrell teach his students to scuba dive?

A. to help them link his teaching to real life experience
B. to pursue his passion for exploring coral reefs
C. to prove that biology can be taught anywhere
D. to check their knowledge of marine life

3.2. Why did Professor Cantrell decide to carry out the project?

A. to motivate primary school children to get interested in science
B. to analyse students' attitudes towards threats to the oceans
C. to encourage school trips to the *Florida Undersea Lodge*
D. to make young people interested in science again

3.3. While carrying out the project, Professor Cantrell

A. recorded classes to be shown later.
B. cooperated with other marine life specialists.
C. drew inspiration from similar underwater broadcasts.
D. allowed students to stay in the *Florida Undersea Lodge* overnight.

3.4. When asked about coral reefs, Professor Cantrell says that

A. diving and sailing interfere with their restoration.
B. the process of growing coral takes too much time.
C. excessive paperwork is delaying their restoration.
D. scientists are discouraged from growing coral for transplant.

3.5. When answering the last question, Professor Cantrell

A. points to an unexpected turn his career has taken following the project.
B. explains why underwater research projects are necessary.
C. discusses the potential for similar projects worldwide.
D. gives evidence for the success of the project.

PRZENIEŚ ROZWIĄZANIA ZADAŃ <u>OD 1. DO 3.</u> NA KARTĘ ODPOWIEDZI!

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.

Uwaga: jedna część tekstu pasuje do dwóch pytań.

In which paragraph does the author mention

4.1.	the overall duration of the unusual phenomenon?	
4.2.	risky behaviour motivated by curiosity?	
4.3.	what caused the Niagara Falls to dry up?	
4.4.	the negative impact of the small amount of water in the river?	

THE DAY THE NIAGARA FALLS STOPPED FLOWING

A. In 1848, the Niagara Falls were already a tourist attraction, and villages had grown up on both the U.S. and Canadian sides of the river to accommodate the crowds of sightseers. But on March 29th, shortly before midnight, a farmer who had gone out for a stroll noticed that something was wrong. When he went to the edge of the Niagara River, he saw hardly any water. At dawn on March 30th, people awoke to an unusual silence. The mighty Niagara was just a trickle. Fish were dying. Turtles and other creatures living in the river were clumsily working their way through the mud. People walked on the exposed river bed, eager to discover what had been hidden below the water surface, ignoring the fact they might be swept away if the water suddenly started flowing. They picked up old daggers and tomahawks as souvenirs.

B. No one knew why the falls had stopped flowing. The telegraph was still a new invention. Railroads already served towns on both sides of the river, but the tracks were unreliable, and Buffalo, the nearest big city, was three hours away even when the trains ran on time. Yet it was from Buffalo that the first news about the problem eventually arrived. It turned out that strong southwest winds had pushed huge chunks of ice to the north-eastern tip of Lake Erie which blocked the water flow and created an ice dam.

C. When water stopped flowing on March 29th, people started coming from nearby cities and towns to see what had happened. No water flowed over the falls all day on March 30th and throughout the daylight hours of March 31st. But that night, a distant low-pitched noise came from upriver. It got nearer and louder. Suddenly, a wall of water came down the upper Niagara River and over the falls with a giant thunder. The river was running again.

adapted from www.niagarafrontier.com

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (5.1.–5.4.) 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.

25 PLACES THAT SHAPE YOUR LIFE

Some people are always out, going to concerts, restaurant openings, you name it. They never fall into a predictable leisure routine! Or so it seems. However, according to a new study, everyone has a set of places they return to regularly. Twenty-five of them, to be precise. **5.1.** _____ With the use of GPS their whereabouts were mapped throughout the day. The study showed that although the students often visited new spots, they spent most of their time in roughly 25 places that they returned to repeatedly. They weren't always frequent visitors, but they were regular enough.

This behaviour seemed linked to university life when students are relatively campus-bound. **5.2.** _____ Again, to their surprise, it turned out that visiting 25 places on a regular basis seemed to be an unwritten rule for all of them. People didn't show up in more locations when they had more free time to explore, or fewer when they had less. What the number of places they went to correlated with was the number of friends they had. More friends translated into slightly more places visited.

These results by no means suggest that we don't incorporate new places into our routines. We do! All the time! **5.3.** _____ This may suggest that humans simply don't have the mental capacity for much more than 25 places. This finding could have implications for how cities are designed or how governments manage epidemics. **5.4.** _____ After all, if you can only be a regular in 25 places, it's worth selecting them carefully. Companies are constantly investing in offices encouraging creativity and collaboration and people have to start to think about the spaces they visit outside of work in the same way, seeking out layouts and amenities that help them feel their best.

adapted from https://curiosity.com

A. But when the researchers scaled up the study to 40,000 people from all over the world with different kinds of lifestyles, they found the exact same thing.
B. When we change university, for example, the number of places on our mental list can increase to 30 or even 40.
C. It could also have an influence on how people think about their personal choices.
D. Initially, the research carried out in the UK and Denmark involved a relatively small group of 850 university students.
E. We change neighbourhoods, try new restaurants, and so forth, but for every new pizza place we discover, an old favourite gets abandoned.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–5)

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

Tekst 1.

AT THE AIRPORT

Airports are torture chambers if you're claustrophobic. It's not just the threat of the ride ahead – being stuffed into seats like sardines and then catapulted through the air in a narrow metal tube – but also the terminals themselves, the crowds of people, all the motion and noise, and the whole thing sealed off by glass windows like some kind of a horrible ant farm. This is just one of the many things that Hadley is trying not to think about as she stands before the ticket counter. She can feel something miserable inside her. Part of it is the flight to London awaiting her and part of it is the airport itself, but to make matters worse there is the realisation that she'll now be late for the wedding she didn't even want to go to in the first place, and something about this sad little twist of fate makes her feel like crying.

She's spent the past few weeks secretly wishing this very thing might happen, though admittedly, her fantasy scenarios have been a bit more dramatic: a massive airline strike; an epic hailstorm; a failure of all of the plane's engines. All perfectly good reasons why she might have to miss her father's walk down the aisle to marry a woman she's never met. But being late for your flight seems just a little too convenient, maybe a bit suspicious, and Hadley isn't at all sure that father will understand that it wasn't her fault.

"I'm sorry, Miss," one of the gate attendants says. "There's nothing we can do but try to get you on the evening flight." Hadley nods her head. The attendant is now working the keyboard of her computer with a kind of violent intensity, punching at the keys.

"You're in luck," she says. "There is one free seat available."

Hadley is almost afraid to pose the question, but she asks it anyway, "What time does it reach its destination?"

"Nine fifty-four, tomorrow morning."

Hadley pauses for a moment and says, "I suppose I'll have to take it."

"Boarding will start from this gate at seven-thirty tonight and the plane leaves at eight-fifteen," the attendant says, handing over the papers, which are all neatly bound in a little jacket.

Hadley goes towards the windows and examines the rows of grey chairs, most of them occupied. She puts her backpack on top of her carry-on suitcase. The smell of butter from a nearby pretzel stand is making her slightly sick. She wishes she could just call off her flight, take a taxi and go home but she knows she can't do it. She also knows that it's a holiday weekend so there won't be any other free seats, and the weather maps on the TV screens show a whirling pattern of storms approaching. There are suitcases on empty chairs, families camped out around corners, greasy McDonald's bags scattered across the floor. Finally, she spots an empty seat and she hurries in that direction.

adapted from The Statistical Probability of Love at First Sight by Jennifer E. Smith

6.1. What do we learn about Hadley from the first paragraph?

A. She felt so helpless that she burst into tears.
B. She was angry she had to wait so long for her ticket.
C. She felt guilty for wishing there would be a delay at the airport.
D. She was anxious about the journey to London for a number of reasons.

6.2. Before arriving at the airport, Hadley

A. imagined missing the wedding.
B. took some steps to prevent the wedding.
C. discovered she would be an unwelcome guest at the wedding.
D. was worried about the weather conditions during the wedding.

6.3. When Hadley was offered another flight, she

A. decided to stay at the airport until the morning.
B. made sure that it would depart as scheduled.
C. felt sick at the thought of a crowded plane.
D. accepted the booking reluctantly.

Tekst 2.

WHO'S REALLY FLYING THE PLANE?

Air travel has always been rich with conspiracy theories and old wives' tales. I've heard it all. Nothing, however, frustrates me more than the myths about cockpit automation – this widespread view that in some not-too-distant future pilots will not be necessary on the plane at all. This nonsense is constantly in the news and millions of people actually believe it. It's true that processors and electronic control systems allow pilots to fly 'hands off' just after take-off, continuing through the flight route and – in very rare cases – all the way through to landing. But that doesn't mean the planes actually fly themselves.

Of course, the technology can help but it should be the pilot who decides how and when to use it. During his famous 'miracle on the Hudson' emergency landing in 2009, Capt. Chesley Sullenberger had the backup of the computer autopilot. He was in the pilot's seat when Airbus A320 collided with a flock of geese and lost thrust 2,700 feet over Manhattan. Computer-assisted flight systems were active but there was no need for them. In fact, flight control computers actually posed a problem for Sullenberger because the flight software interfered with his efforts and thus prevented him from keeping the plane's nose a little higher during the last four seconds before he brought US Airways Flight 1549 down in the icy Hudson River. "We hit harder than we would have if I had been able to keep the nose up," he said.

During a normal flight, there's no way to know when your pilots are using computer-programmed automatic flight systems but one thing is sure: hands-on flying hasn't disappeared and it won't do so in the near future.

adapted from https://edition.cnn.com

6.4. In the first paragraph, we learn that the author is frustrated by

A. the idea that automation will replace pilots.
B. pilots' overreliance on automated computer control systems.
C. the prospect of take-off and landing becoming fully automated.
D. the attention the media pay to experts working on computer autopilots.

6.5. During the 'miracle on the Hudson' the software

A. broke down just before landing.
B. was used inappropriately by the pilot.
C. made landing the plane more challenging.
D. caused serious problems when the plane hit the water.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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.

RED DIDN'T ALWAYS MEAN STOP!

In the world of signals, it's an undisputed fact that red means stop. From red traffic lights to the stop sign itself, the colour red **7.1.** _____ the drivers' attention and sends them a message to hit the brakes. But you probably don't know that the stop sign has only been red for about seventy years. The first one erected in Detroit in 1915 was white, with the word STOP in black letters. **7.2.** _____ 1954 that the sign became red with white letters.

In the early 20th century, stop signs weren't any specific colour or shape, which confused drivers. In 1922, the American Association of State Highway Officials (AASHO) decided on standardisation and introduced the sign's octagonal shape. This unique eight-sided shape was chosen **7.3.** _____ drivers who saw the back of the sign were aware that oncoming drivers had a stop sign. The shape could also be identified easily at night, since the original signs were not reflective.

At the same time, the AASHO also considered making stop signs red, but, back then, there was no red dye that wouldn't **7.4.** _____ over time. They were yellow for the following thirty years. In 1954, sign makers began using special porcelain enamel and achieving a long-lasting red colour was no longer a problem.

adapted from www.rd.com

7.1.

A. pays
B. gives
C. pushes
D. draws

7.2.

A. No wonder it was
B. It wasn't back in
C. It wasn't until
D. No later than in

7.3.

A. in case
B. so that
C. in order to
D. such as

7.4.

A. fade
B. pass
C. leave
D. decline

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!