



Centralna Komisja Egzaminacyjna

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

Układ graficzny © CKE 2010

### WPISUJE ZDAJĄCY

KOD

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PESEL

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*Miejsce  
na naklejkę  
z kodem*

dysleksja

## EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

**MAJ 2012**

### DLA ABSOLWENTÓW KLAS DWUJĘZYCZNYCH

#### Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 15 stron (zadania 1 – 10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 30 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. 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.

**Czas pracy:  
180 minut**

**Liczba punktów  
do uzyskania: 60**



MAD-R1\_1A-122

**Task 1. (4 points)**

You are going to hear three speakers talking about their experience of the Erasmus exchange programme. For questions 1.1.–1.4. choose the right speaker (A–C) and put a cross (X) in the appropriate column in the table. One speaker must be chosen twice. You will hear the recording twice.

Which speaker		A	B	C
1.1.	mentions the initial difficulties he/she managed to deal with?			
1.2.	explains the reasons for the frustration experienced on return?			
1.3.	points to the difference between his/her own and other students' attitude to life?			
1.4.	provides the rationale for choosing the location for his/her Erasmus studies?			

**Task 2. (6 points)**

You are going to hear two texts. For questions 2.1.–2.6., choose the answer which best matches what you have heard by circling the appropriate letter (A, B, C or D). Questions 2.1.–2.3. are for text 1, questions 2.4.–2.6. are for text 2. You will hear the recording twice.

**Text 1****2.1. Marie considers humour worthy of academic study because it**

- A. provides a valuable insight into issues affecting social life.
- B. reveals the creative potential of language through trivial jokes.
- C. allows one to understand the true value of laughter in human relations.
- D. enables researchers to identify essential differences between ethnic communities.

**2.2. The research Marie conducted showed that some joke tellers**

- A. got cold feet when faced with the task of telling a joke into a camera.
- B. resorted to historical sources and updated the jokes they found there.
- C. accommodated well-known jokes to reflect their own circumstances.
- D. confused language-based riddles with story-based narrative jokes.

**2.3. When talking about the British sense of humour, Marie**

- A. expresses annoyance with its growing influence worldwide.
- B. shares her concern for its future.
- C. voices embarrassment over its quality on TV.
- D. deplores its spiteful character.

**Text 2**

**2.4. Commuters' journeys were disrupted due to**

- A. a major power failure.
- B. damage caused by a train.
- C. a serious train collision.
- D. the annual track repairs.

**2.5. Passengers heading north could**

- A. avoid the massive queues outside the station.
- B. easily board the buses waiting at other stations.
- C. get on buses without paying any extra charge.
- D. depart from the bus station across the river.

**2.6. The speaker talks about**

- A. steps taken to deal with a rail service failure.
- B. passengers' frustration due to unreliable bus services.
- C. commuters' complaints about the frequency of public transport services.
- D. the measures taken to improve the quality of rail service in Britain.

**Task 3. (5 points)**

You will hear Ray Connolly, a British journalist, who is talking about his relationship with The Beatles in the later years of their career. Complete each sentence (3.1.–3.5.) with a few words or a short phrase, according to what you hear. You will hear the recording twice.

3.1. According to Ray, by destroying The Beatles, Lennon unintentionally saved them from \_\_\_\_\_.

3.2. At that time Lennon's decision was \_\_\_\_\_  
by The Beatles fans.

3.3. Ray emphasizes \_\_\_\_\_ of The Beatles to journalists.

3.4. While interviewing Yoko Ono, Ray found her willing to share \_\_\_\_\_  
\_\_\_\_\_.

3.5. Apart from giving new facts about The Beatles, challenging popular views on the relationships in the band, Ray gives the interview in order to \_\_\_\_\_.

**TRANSFER YOUR ANSWERS TO TASKS 1 AND 2 TO THE ANSWER SHEET!**

**Task 4. (7 points)**

You are going to read two texts connected with fire. For questions 4.1.–4.7., choose the answer that best matches the text and circle the appropriate letter (A, B, C or D).

**Text 1****A FAREWELL TO ALARMS**

I squeezed the handles of the pliers and tugged, the brass pin slowly slid back and the enamelled badge fell into the palm of my hand. I gazed at it for the last time, as in a few minutes it would be ‘returned to stores’ with the rest of my kit. I recalled how, as a young man of twenty, I had struggled to fit a similar badge to a fireman’s cap for the very first time.

A few weeks earlier, with retirement looming large on the horizon, I had sat idly in front of a computer staring at a ‘Fire Gateway’ website. I noticed a link to a questionnaire designed to help you decide whether you have the potential to be a successful firefighter. I took the test and with a shiver of anticipation I scrolled down to check my results.

‘Your responses suggest that you may not be suited to a career as a firefighter. **1** You may find some of the day-to-day tasks of a firefighter very difficult.’ The computer definitely ‘says no’; but I have been in ‘the job’ for 30 years, 20 of those years as a Station Officer, I thought indignantly.

My mind wandered from the computer screen back to a fire station lecture room in January 1977. My colleagues and I were being given a lecture by a little martinet of a fireman with a neatly trimmed moustache and a ‘slashed peak’ on his cap, a sign of refinement back then. He told us a few home truths about ‘the job we had just had the privilege to join.’ The essence of what he said that day has always remained with me.

‘You just remember, every time the bells go off, there is someone out there who is in trouble, and you and the others on your fire engine are probably the only people who can help them. **2** Beware when you join a watch, as you will come across some lazy individuals who don’t care a bit about the job and they will try to lead you astray, but don’t be taken in.’

I wondered what he would make of things today. Probationary firemen had shiny shoes and short hair in his day, now they have ponytails and piercings. Firemen used to learn topography, now firefighters have satellite navigation. Firemen used to test their hydrants, now they peddle free smoke detectors door to door. Drill, once a daily institution, is now an occasional activity that takes place when firefighters think themselves in need of a little light refreshment.

Firefighting hasn’t changed much though; the kit is better these days, and we now have the proper equipment and training to carry out water and rope rescues, but it is still a dirty,

dangerous and mentally taxing job. **3** You don't want to put the burden of distress on outsiders, even those closest to you. It is, and always was, a decent occupation, with the immense satisfaction of delivering help to others when their need is greatest but with the immense pressure of responsibility as well.

The mist cleared from my eyes and I peered through my spectacles to focus again on the computer screen. I was still puzzled why I had done badly in the test, when after all, I was in 'the job'. **4** Slowly the answer dawned on me; the modernizers were now recruiting people with the qualities to do 'a job'.

*abridged from www.ex-fire.org.uk/shortstories.html*

**4.1. Look at the squares marked 1–4 in the text and decide where the following sentence best fits in the passage.**

**You experience some situations that you will only want to share with others in 'the job'.**

- A. In the space marked **1**.
- B. In the space marked **2**.
- C. In the space marked **3**.
- D. In the space marked **4**.

**4.2. In paragraphs 1–3 we learn that**

- A. the results of the test amused the writer.
- B. the writer felt anxious about the results of the test.
- C. the writer cut off the badge because he no longer wanted it.
- D. the same badge has been attached to the writer's cap since he started his career.

**4.3. Which sentence is TRUE about the lecture described in paragraphs 4 and 5?**

- A. The lecturer appeared ridiculously old-fashioned to the narrator.
- B. The listeners were urged to reconsider their choice of profession.
- C. The novice firefighters were cautioned against a lack of moral fibre.
- D. The lecture contained some drills replicating real fire alarm situations.

**4.4. Why does the writer change the way he refers to firefighting from the job to a job in the last paragraph?**

- A. to signal that firefighting is now nothing more than a regular line of work
- B. to condemn the falling standards in firefighters' appearance
- C. to ridicule firefighters' attitude to physical stamina
- D. to show that he has accepted his approaching retirement

**Text 2****FIRE IN A HOTEL**

The fire began in the kitchen and spread to the hotel dining room. Without warning, or perhaps just the one muffled cry of alarm, a ball of fire rolled through the arched doorway from the kitchen, a sphere of moving colour so remarkable, it was as though it had life and menace, when, of course, it did not. For a moment, I felt paralyzed, and I remember in the greatest detail the way the flame climbed the long vermilion drapes with a squirrel's speed and agility and how the fire actually leapt from valance to valance, disintegrating the fabric and causing it to fall as ash. It was impossible to witness such an event and not think a cataclysm had been visited upon the diners for their sins, past or future.

If the fact of the fire did not immediately penetrate my consciousness, the heat of the blast did and soon propelled me from my seat. All around me, there was a confusion of upended tables, overturned chairs, bodies pitched toward the door of the dining room, and the sounds of broken glass and crockery. Fortunately, the windows toward the street, large windows through which a body might pass, had been thrown open by an enterprising diner. I remember that I rolled sideways through one of these window frames and fell onto the snow and immediately moved aside to allow others to land as I had — and it was at that moment that my altruism was finally triggered. I rose to my feet and, with no ambulance in sight, began to assist those who had sustained cuts and bruises and broken bones, or who had been mildly crushed in the chaos. A few men made heroic attempts to go back into the hotel to save those who remained behind, but generally there was no thought of reentering the burning building once one had escaped.

Later we would learn that the fire began with a few drops of oil a zealous chef had spilled onto a kitchen fire, and that the undercook who stood near to the stove, a bit mindlessly, threw upon it a pitcher of water and then started fanning the flames with a cloth she was holding, which might have made it even worse. Surprisingly, only one of the kitchen staff had a brush with death, owing to the fact that the back door had been left open, and the fire, moving with the particular drafts between door and windows, sped toward the dining room, allowing most of the staff to escape unharmed, including the jittery undercook.

*abridged from All He Ever Wanted by Anita Shreve*

**4.5. When the fire broke out, the narrator**

- A. was alerted to the danger by someone letting out a loud scream.
- B. found it difficult to dismiss thoughts of the fire being an act of retribution.
- C. was unable to move because the flames prevented her from getting out.
- D. gazed in awe at the fire changing colour in contact with the fabrics it burnt.

**4.6. In the second paragraph, we learn that the narrator**

- A. quickly made room for others once she had landed on the snow.
- B. assisted the emergency services helping the injured on site.
- C. made a heroic attempt to help people trapped inside.
- D. broke a window to get out of the burning room.

**4.7. In the last paragraph, the narrator**

- A. shows approval of the actions geared towards aiding the kitchen staff.
- B. is astonished that the method the undercook used to stop the fire didn't work.
- C. blames the chef for being downright negligent.
- D. implies that the undercook's instinctive reaction aggravated the situation.

***TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!***

### Task 5. (4 points)

Read the article. Four fragments have been removed from the text. Complete each gap (5.1.–5.4.) with the fragment which fits best and put the appropriate letter (A–E) in the gap. There is one fragment that you do not need to use.

#### ARE YOU A CAT OR A DOG PERSON?

Cat people really are different from dog people, it turns out, according to a study conducted by scientists from the University of Texas. Specifically, dog people are more extrovert and agreeable; cat people are more neurotic, but also more open to new experiences. This is one of the more straightforward findings of ‘anthrozoology’, the study of human-animal relations, but as the psychologist Hal Herzog makes clear in his brilliantly titled book *Some We Love, Some We Hate, Some We Eat*, that's about as straightforward as it gets. **5.1.** \_\_\_\_\_ That's most evident, of course, in the way we treat our dogs as quasi-humans while blithely consuming pigs and cows.

Restricting the discussion to pet-keeping, however, you might imagine things would be clearer – everyone knows pets make us happier and healthier. Who'd argue with that? Well, a fair few anthrozoologists, in fact. Herzog notes that pet ownership has been shown to correlate with better survival in coronary patients and lower levels of depression among the elderly. **5.2.** \_\_\_\_\_ Studies of ‘therapy animals’ are similarly ambiguous: dogs seem to bring psychological benefits, dolphins don't. Yet pet owners, in surveys, are emphatic that their pets make them feel better. As long as you *believe* something makes you happier, surely in some sense, by definition, it does. If we convince ourselves that relations with pets are as rewarding as those with humans, they can be. There are also some research findings to support this theory. **5.3.** \_\_\_\_\_ Those who interacted with a robotic dog showed the same improvements.

Half of British dog owners, meanwhile, say their pets feel shame and guilt. Yet, cleverly constructed research found that dogs look ‘guilty’ only when owners believe they've misbehaved, and respond accordingly, whether or not they really have. **5.4.** \_\_\_\_\_ And some would even say that the latter, being mostly based on words, are characterised by greater ambiguity. There's an argument that animals' lack of language enriches the interaction. By freeing it from the complexities and confusion of thought it leaves only wordless clarity. As the spiritual teacher Eckhart Tolle puts it: ‘I have lived with several Zen masters – all of them cats.’

*abridged from www.guardian.co.uk*

- A. As a cat person, though currently petless, I accept that trade-off. To live with a cat is to invite challenge and growth.
- B. Herzog cites one study showing that interacting with a dog reduced loneliness in nursing-home patients. But there was a catch.
- C. Then again, a Warwick University study found no effect on loneliness in adults, and a Finnish one found pet owners got less exercise and were more susceptible to kidney disease and arthritis.
- D. However, to say that our relationships with pets are all in our heads isn't necessarily to diminish their value. Isn't the same true about our relationships with humans, too?
- E. The overriding conclusion of anthrozoology, though usually expressed in more scholarly terms, is that people are really weird about animals. ‘The only consistency in the way humans think about animals,’ he writes, quoting a colleague, ‘is inconsistency.’

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!**

**Task 6. (4 points)**

Read the text. For questions 6.1.–6.4., choose the appropriate paragraph and write the corresponding letter (A–E) in the table. One paragraph does not match any of the statements.

Which paragraph		
6.1.	enumerates some domains where the English sense of style goes counter to the popular belief?	
6.2.	mentions the counter-productive effect of an experiment?	
6.3.	lists the weather as one of the major factors influencing dress code?	
6.4.	shows other nations' unexpected superiority over the English in one particular aspect of choosing clothes?	

## ENGLISH DRESS CODE

- A.** Before we can even begin to examine the rules of English dress, we need to be clear about a few cross-cultural universals. Apart from the obvious need for warmth in cold climates, and for protection from the elements, dress, in all cultures, is essentially about three things: sex differentiation, status signals and affiliation signals. Sex differentiation is usually the most obvious. There will always be at least some minor differences between male and female attire emphasized to make each sex more attractive to the other. By status I mean social status in the broadest sense, and I am including age-differentiation in this category. Affiliation to a tribe, clan, sub-culture, social or 'lifestyle' group, covers pretty much everything else.
- B.** The English have an uneasy and largely dysfunctional relationship with clothes, characterized primarily by a desperate need for dress code rules, and a woeful inability to cope without them. This meta-rule helps to explain why the English have an international reputation for dressing in general very badly, but with specific areas of excellence, such as high-class gentlemen's tailoring, ceremonial costume and innovative street fashion. In other words, we English are at our best when we have strict rules and traditions to follow. Left to our own devices, we flounder and fail, having little or no natural sense of style or elegance.
- C.** Our need for rules has been highlighted in recent years by the 'Casual Friday' custom imported from America. A number of English companies adopted this custom, but quite a few have been obliged to abandon it, as many of their more junior staff started turning up in ludicrously inappropriate clothes, more suited to the beach than to an office. Others just looked unacceptably scruffy. Clients were put off and most of the senior management simply ignored it, choosing to maintain their dignity by sticking to the normal business-suit uniform. This only served to emphasize hierarchical divisions within the business – quite the opposite of the democratizing effect intended by the dress-down policy.
- D.** In other countries people may have their flaws and foibles in matters of dress, but only among our colonial descendants, the Americans and Australians, is this lamentable absence of taste as marked or as widespread as it is in England. Ironically, given our supposed obsession with our weather and our pride in its changeable nature, even those sartorially *less* distinguished nations are better than us at dressing appropriately for different climatic conditions.



- E. We may spend inordinate amounts of time discussing weather forecasts, but we somehow never seem to be wearing the right clothes. I spent several rainy afternoons on the streets counting umbrellas, and calculated that only about 25 per cent of the population actually manage to arm themselves with this supposedly quintessentially English item, even when heavy rain has been forecast for days. These perverse habits give us a good excuse to moan and grumble about being too hot, cold or wet – and, incidentally, would seem to bear out my contention that our constant weather-speak is a social facilitator rather than evidence of a genuine obsession.

*from Watching the English by Kate Fox*

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!**

**Task 7. (5 points)**

Read the text. For questions 7.1.–7.5., choose the word which fits best in each gap. Circle the appropriate letter (A, B, C or D).

INTRODUCTION TO A BOOK ON LINGUISTICS

Language has been an object of fascination and a subject of serious enquiry for over 2,000 years. Often, the observations have been subjective and anecdotal, as people reflected 7.1. \_\_\_\_ such topics as the nature of meaning, ideals of correctness, and the origins of language. But from the earliest periods there has also been an objective approach, with scholars 7.2. \_\_\_\_ aspects of grammar, vocabulary, and pronunciation in a detailed and organized way. At the end of the 18th century, the subject attracted an increasing number of specialists, so much so that it rapidly became possible to see the emergence of a new field of scientific research with language analysis as its focus. Originally, this approach, first known as *philology*, 7.3. \_\_\_\_ exclusively with the historical development of language. In the last century, the subject broadened to include the whole range of subject 7.4. \_\_\_\_ represented in this book, and it is now generally called *linguistics* or *linguistic science*. Linguistics today is a widely practised academic discipline, with several domains of application.

The earliest linguistic debate is found in the pages of Plato. *Cratylus* is a dialogue about the origins of language and the nature of meaning. The debate is continued at 7.5. \_\_\_\_\_, but no firm conclusion is reached.

*abridged from The Cambridge Encyclopaedia of Language by David Crystal, CUP*

7.1.

- A. about
- B. from
- C. in
- D. on

7.2.

- A. investigate
- B. investigating
- C. to investigate
- D. having investigated

7.3.

- A. dealt
- B. was dealt
- C. has dealt
- D. has been dealt

7.4.

- A. issue
- B. matter
- C. affair
- D. topic

7.5.

- A. extent
- B. distance
- C. length
- D. point

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!**

**Task 8. (5 points)**

For questions 8.1.–8.5., think of one word only which can be used to complete all three sentences. Write the missing word in the space provided.

8.1. \_\_\_\_\_

- We have no ... of knowing how words were pronounced by the Ancient Greeks.
- It is essential that you have the necessary financial ... to study at the University of Oxford.
- Many tabloid journalists use private investigators to obtain information by illegal ... .

8.2. \_\_\_\_\_

- You don't hit a man when he is ... .
- Even if you feel ... and unmotivated, you have to keep moving forward.
- After the thunderstorm, many trees were blocking the roads and power lines were ... throughout the district.

8.3. \_\_\_\_\_

- When I first ... a glimpse of New York City's skyline from a plane, I was absolutely amazed.
- The robber hoped to get away with his crime, but eventually the police ... him.
- There was one quote that ... my attention, so I memorised it.

8.4. \_\_\_\_\_

- The present manager started in this company as a factory .... and worked his way to the top.
- The demonstration was peaceful but when the police tried to stop the protesters, the situation got out of ... .
- To do this task we need a watch with a second ... .

8.5. \_\_\_\_\_

- It's a long trip, so we'll have to get up ... and early.
- Due to the recession, the prospects for our company are not very ... .
- My face went ... red as I stood in front of all the students and teachers.

**Task 9. (5 points)**

For questions 9.1.–9.5., complete the second sentence so that it is as similar in meaning as possible to the first sentence. You must use no more than six words.

9.1. If you work hard, you will be able to achieve your goals.

Only by \_\_\_\_\_ able to achieve your goals.

9.2. Linda went to Borneo because she wanted to study the wildlife.

Linda's reason \_\_\_\_\_ that she wanted to study the wildlife.



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Zgodność z poleceniem						Spójność i logika	Zakres środków językowych	Poprawność środków językowych	Ogółem
0–1–2–3–4–5						0–1–2	0–1–2–3–4	0–1–2–3–4	
<i>Elementy treści (0–1–2)</i>						<i>Elementy formy (0–1)</i>			
1	2	3	4	5	6	1	2	3	4

**NOTES (*will not be assessed*)**