

**WYPEŁNIA ZDAJĄCY**

**KOD**

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**PESEL**

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**Miejsce na naklejkę.**

Sprawdź, czy kod na naklejce to  
**E-200.**

Jeżeli tak – przyklej naklejkę.  
Jeżeli nie – zgłoś to nauczycielowi.

**EGZAMIN MATURALNY  
JĘZYK ANGIELSKI – POZIOM DWUJĘZYCZNY**

**TEST DIAGNOSTYCZNY**

TERMIN: **marzec 2021 r.**

CZAS PRACY: **do 210 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **60**

**WYPEŁNIA ZESPÓŁ  
NADZORUJĄCY**

Uprawnienia zdającego do:

- nieprzenoszenia odpowiedzi  
na kartę odpowiedzi
- dostosowania zasad  
oceny.

**Instrukcja dla zdającego**

1. Sprawdź, czy arkusz egzaminacyjny zawiera 25 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.



EJAA-D0-**200**-2103

### TASK 1. (4 points)

You are going to hear three people talking about strange lights in the sky which each of them saw. 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.	talks about the lights moving smoothly across the sky?			
1.2.	was not accompanied by anybody when he/she saw strange lights in the sky?			
1.3.	mentions a light in the sky which at some point started to multiply?			
1.4.	saw strange lights in the sky when heading for the airport?			

## TASK 2. (6 points)

You will 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.–2.4. are for Text 1., questions 2.5.–2.6. are for Text 2. You will hear the recording twice.

### Text 1

2.1. During the trip across Australia, the speaker

- A. believed she was being followed by some supernatural power.
- B. felt pressured by her boyfriend to busk in the town centre.
- C. had decided to separate from her boyfriend before they reached Byron.
- D. behaved carelessly and irresponsibly.

2.2. The man who approached the speaker while she was performing

- A. showed her how to overcome shyness and nervousness.
- B. insisted she should sing a song with a British accent.
- C. gave her an instant boost of self-esteem.
- D. talked her into joining a house band.

2.3. The incident with the woman made the speaker initially feel

- A. thrilled.
- B. infuriated.
- C. disheartened.
- D. intimidated.

- 2.4. The speaker talks about her first busking experience in order to
- A. share her story of a victory over a weakness.
  - B. prove that any offer can be a turning point in a career.
  - C. warn listeners against unexpected encounters in the street.
  - D. explain her attitude to people playing the guitar in the street.

## Text 2

- 2.5. Which of the following does Linda mention as an advantage of her Environmental Studies degree?
- A. It gave her an opportunity to explore the wildlife of Florida.
  - B. She had the opportunity to study thoroughly one species at a time.
  - C. The work she did was strictly controlled by the department authorities.
  - D. Its practical part was useful and integrated into the syllabus.
- 2.6. Which sentence does NOT reflect Linda's views regarding employment prospects?
- A. Finding employment in one's field of study is better careerwise.
  - B. Temporary jobs can be an excellent springboard to a professional career.
  - C. Reference letters may enhance graduates' chances of employment.
  - D. Maintaining contact with university teachers may prove useful in your career.

### **TASK 3. (5 points)**

You are going to hear someone giving a speech on innovative food packaging. Based on what you hear, complete the gap in each sentence (3.1.–3.5.). You will hear the recording twice.

3.1. In the new edible film for covering food products, starch is going to \_\_\_\_\_ protein.

3.2. The invention would allow milk producers to reduce their stocks of \_\_\_\_\_, which is currently difficult to sell.

3.3. One of the advantages of the new coating is that it \_\_\_\_\_.  
This guarantees more effective preservation of food.

3.4. Researchers are trying to come up with a film which \_\_\_\_\_.  
Such a film would be good news for companies producing instant products.

3.5. Cereal producers would gladly welcome the spray version, which would allow them to keep their products crunchy without \_\_\_\_\_.

**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 parties. 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

### **AT A PARTY**

By the time Kiki Belsey returned to 83 Langham, her first guest had arrived. It's an unnatural law of such parties that the person whose position on the guest list was originally the least secure is always the first to arrive. Christian von Klepper's invitation had been added by Howard, rejected by Kiki, reinstated by Howard, removed by Kiki and then, at some later point, apparently extended once more in secret by Howard, for here was Christian in the living room, nodding devotedly at his host. From where she stood, Kiki could see only a sliver of both men, but you don't need to see much to get the picture.

She watched them. Howard was full of beans. Hands in his hair, leaning forward. He was listening – but really listening. It's amazing, thought Kiki, how attentive he can be when he puts his mind to it. In his efforts to make peace with her, Howard had spent months showering some of his attention on Kiki herself, and she knew all about the warmth it afforded. Christian under its influence looked properly young for once. You could see him permitting himself some partial release from the tense persona that a visiting lecturer of twenty-eight must assume if he has ambitions of becoming an assistant professor. Well, good for him.

Kiki took a lighter from the kitchen drawer and began to kindle her tea lights wherever she could find them. This should have been done already. And the quiches should have already been heated. An appreciative rumble of Howard's laughter reached her. And now he and the boy swapped roles

– now it was Howard doing the talking and Christian following every syllable like a pilgrim. The younger man looked modestly at the floor, in response, Kiki assumed, to some piece of flattery of her husband's. Howard was more than generous that way; if flattered, he repaid the favour tenfold.

Kiki went to the fridge and picked up a plate of chicken canapés. She hoped these would serve as replacement for any opening witticism she might be expected to come up with. Her encounter with Mrs Kipps earlier that day had left her empty of casual conversation. The real staff – Monique and an unnamed friend of hers who was meant to be handing out food – were nowhere to be seen.

Kiki opened the living-room door with her heel. Christian did not yet turn to acknowledge her, but he was already pretending to like the dog, Murdoch, playing around his ankles. She noticed he leaned forward awkwardly, attempting to mask his natural fear of dogs, all the time clearly hoping for intervention before he touched the yapping creature. His elongated, lean body struck Kiki as a comic, human version of Murdoch's own.

'Is he bothering you?'

'Oh, no. Mrs Belsey, hello. No, not at all, not really. If anything, I was concerned he might choke on my laces.'

'Really?' said Kiki, looking down dubiously.

'No, I mean it's fine... it's fine.' Christian's features abruptly transformed into his pinched attempt at a 'party face'. 'And anyway: happy anniversary! It's so amazing. My God, what a milestone.'

- 4.1. The first paragraph suggests that
- A. both Kiki and Howard wanted Christian to attend the party.
  - B. Kiki expected Christian to come earlier than the other guests.
  - C. Howard was the one who invited Christian to the party.
  - D. neither Howard nor Kiki were sure Christian would attend.
- 4.2. While talking with Christian, Howard
- A. seemed to be concentrated and in a good mood.
  - B. looked disturbed by Christian's presence.
  - C. felt guilty he could not pay enough attention to Kiki.
  - D. behaved in a manner Kiki had never witnessed before.
- 4.3. Which of the following statements is TRUE?
- A. Howard intentionally tried to intimidate Christian.
  - B. The serving staff Kiki hired did their job flawlessly.
  - C. Kiki considered Christian's interest in the dog insincere.
  - D. Howard didn't like being paid compliments.
- 4.4. The passage allows us to assume that Kiki
- A. takes pleasure in being the hostess of the party.
  - B. is a good observer of people's body language.
  - C. feels flattered by Christian's interest in her.
  - D. admires Christian's good manners.



## Text 2

### COCKTAIL PARTY EFFECT

Have you ever found yourself at a party when, bored with your interlocutor, you allow your attention to wander around the room, and eavesdrop on other conversations? If you have, you may be surprised by just how much you can miss in the voices you decide to tune out.

Our ability to separate one conversation from another is beautifully demonstrated in a study carried out by Colin Cherry from Imperial College in London. Cherry used the simple method of playing back two different messages at the same time to people, under a variety of conditions. [ 1 ] In doing so he discovered just how good we are at filtering what we hear.

In the first set of experiments he played back two different messages voiced by the same person through the headphones to both ears and asked participants to 'shadow' one of the two messages they were hearing by speaking it out loud. To accomplish this task, Cherry reports, participants had to close their eyes and concentrate hard. [ 2 ] When doing this they could, with effort, separate one of the messages from the other. With the two messages played together simultaneously to both ears, as though the same person were standing in front of you saying two completely different things at the same time, this task was a real challenge.

The real surprise, though, came in the second set of experiments. For these Cherry fed one message to the left ear and one to the right ear – with both messages voiced by the same speaker. Suddenly, participants found the task incredibly easy. Indeed, many were surprised how accurately they could tune in to either of the messages, and even shift their attention back and forth between the two. [ 3 ] No longer did they have to close their eyes and furrow their brows – this was much easier.

What participants were experiencing here seems much closer to most people's experience of picking out one conversation from a myriad of others.

At a party people are all around us and what they say reaches us from different places across the room. We seem to be able to use this information to reject all but what we are interested in. The phenomenon is called 'cocktail party effect'.

Although we are good at tuning in to one conversation over all the others, we absorb very little information from the conversations we don't focus on. That's where it can get embarrassing. [ 4 ] When asked afterwards, they couldn't identify a single phrase from the speech they weren't paying attention to. This is bad news for people with a habit of tuning out of conversations when they lose interest. By listening to someone else you may miss what's being said to you directly.

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

Cherry found his participants picked up surprisingly little of the information fed to the 'rejected' ear, often failing to notice blatant changes to the unattended message.

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

4.6. The 'cocktail party effect' can be defined as the ability to

- A. tune our attention to one voice in a crowd.
- B. pretend we are listening to something we're not interested in.
- C. listen to many people simultaneously in a noisy place.
- D. switch off one ear and listen with the other one.

4.7. The author suggests the second set of experiments resembles a real life situation because at a party

- A. we don't close our eyes when we concentrate on a conversation.
- B. sounds come to us from various directions.
- C. it's impossible to ignore what the person in front of us is saying.
- D. we are expected to pay equal attention to all conversation partners.

**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 each gap. There is one fragment which you do not need to use.

### HOW TO IMPROVE OUR CHANCES OF SURVIVAL

When a plane crashes or the earth shakes, we tend to view the survivors as lucky. But survival is not just a product of luck. We can do far more than we think to improve our odds of surviving even the most horrendous of catastrophes. 5.1. \_\_\_\_\_ It is at the core of who we are. The fact is, we can refine that personality and teach our brains to work more quickly, maybe even more wisely.

Humans are programmed with basic survival skills. 5.2. \_\_\_\_\_ But in modern times, we are hardly aware of that and most of us do little to understand or develop such skills. That's a huge mistake because it lowers our chance of dealing with a crisis efficiently.

We could also become far better at judging threats before catastrophe strikes. We have technological advantages that our ancestors lacked, and we know where disasters are likely to occur. And yet we flirt shamelessly with risk. 5.3. \_\_\_\_\_ Yet, if the power cuts off, many of us still don't know where the stairs are in our skyscrapers, and we would have trouble surviving a week without Wal-Mart.

The knowledge is out there. Risk experts can teach us how we could overcome our blind spots and more intelligently hedge our bets. In laboratories there are people who study what happens to our bodies and minds under extreme duress. Police, soldiers, racing car drivers and pilots train to anticipate the strange behaviours they will encounter at the worst

times. 5.4. \_\_\_\_\_ Over the years I have interviewed survivors of unimaginable tragedies and most of them said that during their ordeals, almost nothing felt, sounded or looked the way they would have expected.

- A. The rest of us can learn from their knowledge. Of course no one can promise a plan of escape. But that doesn't mean we should live in wilful ignorance.
- B. The key to achieving that is preparation – bolting down your water heater before an earthquake or actually reading the in-flight safety card before takeoff – but also mental conditioning. Each of us has what I call “disaster personality,” a state of being that takes over in a crisis.
- C. We construct city skylines in hurricane alleys and neighbourhoods on top of fault lines – as if nature will be intimidated by our boldness and leave us be. We rely on a sprawling network of faraway supplies for necessities like warmth and food.
- D. The recent earthquakes remind us that disasters are part of human condition. We are more or less vulnerable to them, depending where we live.
- E. For example, when frightened, we get a shot of performance-enhancing hormones and the blood pumps to our limbs to help us outrun whatever enemy we face.

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

## TASK 6. (4 points)

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

### LOST LIBRARIES

- A. Most people might imagine that famous authors' libraries matter – that scholars and readers should care what books authors owned, what they thought about them, what they scribbled in the margins. And yet, a long-time book dealer in Cambridge admits he's seen libraries of many prestigious authors pass through his store without securing a permanent home. Many readers who saw the famous names of the previous owners and their comments on the pages would say: 'My god, shouldn't they be in a museum or a university library? They must be worth a fortune.'
- B. But, in fact, they are usually relatively cheap. For collectors and university libraries, the targets are manuscripts, letters and research materials – collectively known as author's papers. The Harry Ransom Centre recently bought Bob Woodward's mail for \$5 million. The author's library usually takes a back seat, being no substitute for things written by the author himself.
- C. The late American writer John Updike was known to donate old books to church book sales and to hand them out to friends. While he didn't seem to cherish them, Updike's books show why an author's library might matter. In his copy of Tom Wolfe's "A Man in Full" Updike wrote comments like "adjectival monotony" and "cliché in every sentence." A comparison with Updike's eventual New Yorker review reveals the latter to be a considerably milder version of his original reaction.

D. Most of all, though, authors' libraries serve as a kind of intellectual biography. Melville's most heavily annotated book was an edition of John Milton's poems, and it proves he reread "Paradise Lost" while struggling with "Moby-Dick". An author's library can also offer hints about the owner. Although we know that Mark Twain loved to present himself as self-taught and under-read, his carefully annotated books tell a completely different story.

E. Twain's library did not survive intact. At some point the books owned by the writer were handed over to a bookshop and thus the collection irreversibly dispersed. Fortunately, the 1950s marked a shift in scholars' and librarians' attitudes. They began trying to reassemble the most famous authors' libraries or at least to compile detailed lists of books those writers had owned. A question arises: Why aren't these lists made before the books disperse? The answer is obvious. That requires a real effort and book dealers can't assemble lists for researchers and academics while struggling to sustain a sufficient turnover to keep their heads above water.

Which paragraph

6.1.	gives an example of self-censorship imposed by the author himself?	
6.2.	suggests a reasonable solution which has little chance of being adopted?	
6.3.	contrasts the value of authors' libraries with other possessions they left behind?	
6.4.	point to a discrepancy between an author's projected image of himself and the facts?	

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

## TASK 7. (5 points)

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

### WHEN IT COMES TO EXERCISE, ONE SCHEME DOESN'T FIT ALL

Social media make it hard to escape from hearing about people's fitness levels. Selfies chronicle every inch of fat loss and muscle gain and promote "miraculous" training plans that claim 7.1. \_\_\_\_\_ to shape your body with little effort. Unfortunately, most of these claims are not scientifically based and may lead to disappointing results. Your body's reaction to fitness training doesn't just depend on what regime you follow but how well your genes 7.2. \_\_\_\_\_ it, as well as other factors related to your lifestyle and environment. In fact, you could follow a makeover training plan and find it makes no difference to your fitness 7.3. \_\_\_\_\_. Research suggests the variety of responses to the training programme is an example of the normal biological diversity of humans. Scientists have tried to identify which genes are associated with fitness levels. They have even created a multi-gene DNA test to determine how likely you are to make 7.4. \_\_\_\_\_ in aerobic capacity following an exercise training programme. In simple terms, it can tell you whether you are a high responder or not. This could help you focus on realistic goals and encourage you to change your training schedule 7.5. \_\_\_\_\_.



7.1.

- A. to be able
- B. being able
- C. to being able
- D. having been able

7.2.

- A. refer to
- B. reflect
- C. respond to
- D. retort

7.3.

- A. absolutely
- B. neither
- C. completely
- D. whatsoever

7.4.

- A. progress
- B. benefits
- C. advantages
- D. additions

7.5.

- A. consecutively
- B. accordingly
- C. irrespectively
- D. accidentally

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

## TASK 8. (5 points)

Read the text. For questions 8.1.–8.5., use the word given in brackets to form a word that fits the gap. The text must be logical and correct in both grammar and spelling. Write the missing word in the space provided.

### BOSTON'S SIDEWALKS ARE COVERED IN SECRET POEMS

Clouds usually spell bad news for pedestrians. But for a group of visitors in Boston a few months ago, a shower disclosed a secret poem stencilled in waterproof paint on a sidewalk and revealed by the rain as if by magic. “Raining Poetry” turned out to be a 8.1. (FRUIT) \_\_\_\_\_ collaboration between City Hall and the non-profit Mass Poetry Society. The project is gradually bringing art to the streets and is 8.2. (DENY) \_\_\_\_\_ a diversion for people walking in the rain. Members of the Mayor’s Mural Crew, a city-sponsored youth group set up to create public art, have been inscribing the poems in batches since April. Crew members first spray their creations with great 8.3. (ACCURATE) \_\_\_\_\_, and then test them out by splashing water on the sidewalk. Currently, there are poems hidden in various parts of the city. Organizers believe that the poems will have a 8.4. (SUBSTANCE) \_\_\_\_\_ impact on people in the city and that is why they plan to keep adding more, and in more languages. Their hope is that, in the next two years, everyone in the city will encounter a poem on a sidewalk at least once or twice a month. So next time it rains in Boston, make sure to look down. You might see a poem 8.5. (CHEER) \_\_\_\_\_ beaming up at you.

### **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 and it is correct in both grammar and spelling. Use the word given. Do not change the word given. Use up to five words including the word given.

9.1. I had just started working for a new company when I caught the flu.

CAME

I \_\_\_\_\_ the flu just after  
I had started working for a new company.

9.2. Few people want to rent flats in this area due to the lack of local amenities.

INTEREST

There \_\_\_\_\_ flats in this  
area due to the lack of local amenities.

9.3. “Lucy will have to work overtime in her new summer job,” said John.

INVOLVE

John said that Lucy’s new summer job \_\_\_\_\_  
overtime.

Dalszy ciąg zadania 9. znajduje się na następnej stronie.

9.4. We must hurry. Otherwise the performance will start before we manage to get to the theatre.

HAVE

If we don't hurry, the performance \_\_\_\_\_  
\_\_\_\_\_ the time we manage to get to the theatre.

9.5. I'm afraid the patient got worse during the night.

TURN

I'm afraid the patient's health took \_\_\_\_\_  
\_\_\_\_\_ during the night.

## **TASK 10. (15 points)**

Choose one of the topics below and write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

1. Rywalizacja stała się nieodłączną częścią życia we współczesnym świecie. Napisz rozprawkę, w której wyrazisz swoją opinię na temat wpływu rywalizacji na:
  - zdrowie
  - relacje międzyludzkie
  - karierę zawodową.
  
2. Zauważyłeś(-aś), że segregacja śmieci w Twojej okolicy nie odbywa się w sposób właściwy. Napisz list otwarty do okolicznych mieszkańców, w którym:
  - wskażesz przyczyny niewłaściwej segregacji śmieci
  - przedstawisz konsekwencje zauważonego przez Ciebie zjawiska
  - opiszysz działania, które mieszkańcy mogliby podjąć w celu rozwiązania problemu.

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Poniższą tabelę wypełnia egzaminator.

<b>Zgodność z poleceniem</b>						<b>Spójność i logika</b>	<b>Zakres środków językowych</b>	<b>Poprawność środków językowych</b>	<b>RAZEM</b>
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)**





