CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

MJA 2017

UZUPEŁNIA ZDAJĄCY

KOD

PESEL

*miejsce na naklejkę*

# EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

## POZIOM PODSTAWOWY

UZUPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

- ☐ dostosowania kryteriów oceniania
- ☐ nieprzenoszenia zaznaczeń na kartę

DATA: **5 czerwca 2017 r.**

GODZINA ROZPOCZĘCIA: **9:00**

CZAS PRACY: **120 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **50**

NOWA FORMUŁA

**Instrukcja dla zdającego**

1. Sprawdź, czy arkusz egzaminacyjny zawiera 13 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.

MJA-P1_1P-173

MJA 2017

Układ graficzny
© CKE 2015

## Zadanie 1. (0–5)

**Usłyszysz dwukrotnie rozmowę na temat nietypowej restauracji. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).**

| | | T | F |
|---|---|---|---|
| **1.1.** | *Dinner in the Sky* is a restaurant on the top of a high building. | | |
| **1.2.** | Alistair had a meal in *Dinner in the Sky* in many different cities. | | |
| **1.3.** | *Dinner in the Sky* organises different kinds of events. | | |
| **1.4.** | There are usually three waiters looking after the guests. | | |
| **1.5.** | You must not open your safety belt while eating your meal. | | |

## Zadanie 2. (0–4)

**Usłyszysz dwukrotnie cztery wypowiedzi związane z uśmiechem. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. <u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

**This person**

**A.** complains about the university he/she attends.
**B.** describes how someone's smile changed his/her attitude to life.
**C.** presents how a well-known symbol started to be used.
**D.** suggests a smile can help your professional career.
**E.** explains why he/she feels disappointed with something.

| **2.1.** | **2.2.** | **2.3.** | **2.4.** |
|---|---|---|---|
| | | | |

**Zadanie 3. (0–6)**

**Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.**

**Tekst 1.**

**3.1. What should the boy do with the medicine?**

**A.** drink it

**B.** swallow it

**C.** rub it into his skin

**Tekst 2.**

**3.2. What has Jane changed about her appearance?**

**A.** She has stopped wearing black frames.

**B.** She has a different hairstyle.

**C.** She is no longer trendy.

**Tekst 3.**

**3.3. The speaker was happy because**

**A.** he could comment on other presentations.

**B.** a science centre offered him a job.

**C.** the viewers understood his explanations.

**Tekst 4.**

**3.4. What does the speaker advertise?**

**A.** an event for people interested in buying a house

**B.** services of a famous interior design company

**C.** an innovative house-building method

**Tekst 5.**

**3.5. The band realized that ice can be used to make music when**

**A.** a woman fell down on the frozen lake.

**B.** they transported their drums across the frozen lake.

**C.** some musicians had a concert by a frozen lake.

**Tekst 6.**

**3.6. What are the girl and the boy talking about?**

**A.** an art teacher's success

**B.** the boy's latest painting

**C.** the city's art project

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

**Zadanie 4. (0–4)**

**Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej z oznaczonych części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą kratkę.**
**Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.**

**A.** DO NOT ATTRACT ATTENTION WITH WHAT YOU WEAR
**B.** WATCH YOUR BELONGINGS WHEN EATING OUT
**C.** DO NOT KEEP ALL YOUR MONEY IN YOUR WALLET
**D.** PAY WITH CREDIT CARD INSTEAD OF CASH
**E.** DO NOT CONSULT YOUR GUIDEBOOKS IN PUBLIC PLACES
**F.** AVOID TALKING TO PEOPLE YOU DON'T KNOW

## HOW NOT TO BE ROBBED ON HOLIDAY IN A BIG CITY

*With the holiday season on the way, we would like to advise you how to avoid being robbed.*

| **4.1.** | |
|---|---|

Many of us have a wardrobe of colourful vacation trousers or hats. We recommend that you leave this collection at home. Save the Hawaiian dresses for a Bad Taste Party or a barbecue on a beach. If you are walking around the city centre wearing Bermuda shorts and flip-flops, you become an easy target for pickpockets.

| **4.2.** | |
|---|---|

Even if you stand out as a foreigner, do not show you are a tourist. If you need to look at a map or read about a famous landmark, do it in a place which is not in full view of everyone, definitely not in a busy street, on a bus or when having a meal in a restaurant. It's better to study leaflets and travel guides in your hotel room.

| **4.3.** | |
|---|---|

When you are in a restaurant do not put your bag or camera over the back of a chair. Pickpockets will often come from behind and you won't notice that your bag is gone until you want to pay the bill. When you are having a meal, keep an eye on your bag and anything valuable you have with you.

| **4.4.** | |
|---|---|

To steal things, pickpockets need to come close to people and distract them. You might be robbed by one person while having a conversation with another. That is why pickpockets often work in teams. So, be careful about strangers asking you for help or trying to make friends with you and do not trust them even if they seem nice or helpless.

*adapted from www.barcelonayellow.com*

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

**Zadanie 5. (0–3)**

**Przeczytaj trzy teksty związane ze sportem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B albo C.**

**Tekst 1.**

GOAL!

It's the seventh minute of the match against Liverpool, one of the top clubs in Britain. And we're expected to lose. Bruce is coming towards me. Should I try to pass the ball to him or shoot?

"Round the keeper," someone calls out. "Shoooot!!!" shout the majority.

I decide to kick the ball and I can see it going high. I look up and see my parents shouting at me, for the first time here, not in front of the TV set on the sofa. The ball turns right and falls inside the left-hand post. I've just scored a goal and we're one-nil up against the favourites.

*adapted from http://www.theguardian.com/education/2001/apr/03/furthereducation.uk3*

**5.1. Who is the narrator?**

**A.** a footballer playing a match
**B.** a football fan cheering his team
**C.** a TV viewer watching a game

**Tekst 2.**

GOLF COURSES GO GREEN

There are situations when something that used to be popular becomes unwanted. This is what's happening in Japan, where too many golf courses have been built. Nowadays, the interest in golf is much smaller because golfing has become too expensive. That's why today many golf courses in Japan aren't used anymore. The solution? Turning them into solar farms. Golf courses are large open spaces that often get lots of sunlight and may be turned into sources of cheap energy. The first project is now under construction and others will follow. When the solar farms start working, enough power for about 8100 houses will be produced from just one golf course.

*adapted from www.businessinsider.com*

**5.2. Which is TRUE about golf courses in Japan?**

**A.** They have recently become more popular with golfers.
**B.** Most of them have been changed into solar farms.
**C.** Some of them may soon have a different function.

**Tekst 3.**

*Dear Editor,*

*I was shocked when I saw how some football players acted on the pitch last Saturday. Something should be done about it! I heard that some Italian clubs are introducing a green card to promote fair play. The card will be a symbolic award and every player will be able to earn one by doing something simple like assisting a referee. At the end of every month the clubs will announce a list of all the players who have been given a green card.*

*It is a constructive plan that should also be considered in the UK.*

*Tim, Newcastle*

*adapted from www.theguardian.com/football/2016/jan/15/serie-b-green-card-fair-play*

**5.3. The author of this text presents**

**A.** the disadvantages of a new fair play plan.
**B.** an idea which might encourage fair play.
**C.** a project introduced in UK clubs.

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

**Zadanie 6. (0–5)**

**Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C albo D.**

---

When the World Trade Center towers fell down on September 11, 2001, there were many heroes. One you probably haven't heard of was a dog.

Salty was born in 1996 and started to be trained as a guide dog two years later by the dog instructor Caroline McCabe-Sandler. She had trained dogs for many years before Salty. According to McCabe-Sandler, Salty liked the movement and noise of the city. The dog was very obedient and did everything he was told to. Caroline taught Salty to navigate in the city and stop at traffic lights. Subways or the crowded sidewalks of Manhattan were no problem for the dog.

In 1999, after five months of training, Salty met his owner, an elderly man, Omar Rivera. It was a lucky day for Rivera. He had been blind for 10 years after an unsuccessful eye operation. Even though a lot of time had passed since then, he still had difficulty walking with a white cane for the blind so it was a challenge for him to move from one place to another. But with Salty, he felt more confident. Soon the dog and his owner learned each other's moves. Omar worked for the Port Authority of New York, the agency that runs all the ports and airports in the state. His office was in the World Trade Center, on the 71st floor of Tower One.

On September 11, 2001, Salty was sitting calmly beside Rivera when the pair heard a great noise and felt the building shake. When Rivera smelled smoke, he grabbed Salty's lead and his dog led him to the crowded staircase. After an hour, the dog successfully guided Rivera down from the 71st floor out of the building. They left it without being hurt.

In 2002 Salty was awarded the Dickin Medal for "remaining loyally at the side of his blind owner, leading him to safety after the terrorist attack on New York on September 11." Salty got this medal together with Roselle, another guide dog who saved her master. It was only the second time that a joint medal had been awarded since Punch and Judy, the two boxers that saved the lives of two British soldiers in Israel, got the award in 1946. Interestingly, the Dickin Medal was first awarded in 1943. It originally honoured the work of animals in war and the first animals to receive the award were Royal Air Force pigeons.

*adapted from http://www.todayifoundout.com;*
*September 11, 2001. Attack on New York City by Wilborn Hampton*

**6.1. Which is TRUE about Salty?**

**A.** He found it difficult to follow the instructor's orders.
**B.** He needed two years to learn to guide the blind.
**C.** He got trained by an inexperienced instructor.
**D.** He felt comfortable in a busy city.

**6.2. In the third paragraph, we learn that Omar Rivera**

**A.** had an eye operation in 1999.
**B.** worked at the airport in New York.
**C.** had been blind since he was 10 years old.
**D.** had problems with moving around on his own.

**6.3. On September 11, Salty**

**A.** got lost in the crowd of people.
**B.** managed to lead his owner outside.
**C.** seemed nervous just before the attack.
**D.** rescued one of Rivera's co-workers.

**6.4. Which is TRUE about the Dickin Medal?**

**A.** It is often given to animals helping blind people.
**B.** Salty got it as the second dog in history.
**C.** Salty shared it with another dog.
**D.** It was first given as an award in 1946.

**6.5. The best title for the text would be**

**A.** A DOG GETS AN AWARD FOR RESCUING HIS OWNER
**B.** A DOG IN DANGER SAVED BY HIS OWNER
**C.** A BLIND DOG ESCAPES FROM THE WORLD TRADE CENTER
**D.** A GUIDE DOG GETS HURT RESCUING THE BLIND

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

**Zadanie 7. (0–3)**

**Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w luki 7.1.–7.3. litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.**

AN EASY QUESTION

Einstein was often asked to deliver lectures on physics at leading American universities. He always agreed because he hoped to make students interested in the love of his life, the pure sciences. As a result, he had to visit many places around the country. **7.1.** _____ The man was called Harry and he was the same age as Einstein. He attended each of Einstein's lectures and was always sitting in the back row listening.

One day, when Einstein had finished his lecture, Harry said, "Professor Einstein, I've heard your lecture so many times now that I would be able to deliver it to perfection myself!"
A few weeks later, when they were at Brown University, Einstein began to feel ill. "Harry, no one knows me here, perhaps you could deliver the lecture, and I could sit in the back row?" Einstein asked his chauffeur. **7.2.** _____ Later that afternoon, Harry delivered the lecture, while Einstein sat in the back row. **7.3.** _____ Harry reacted quickly. "The answer is actually quite simple so I am going to let my chauffeur explain it to you!" he said.

*adapted from www.alberteinsteinsite.com*

**A.** Harry realised Einstein had a problem, but he didn't keep his promise.
**B.** Harry had been waiting for this chance so he happily agreed to do it.
**C.** All the students listened carefully to Einstein's lecture that day.
**D.** But just as Harry finished talking, one of the students asked him a difficult question.
**E.** As he did not drive, he had a chauffeur who always travelled with him.

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

**Zadanie 8. (0–5)**

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

MEMORY MIRROR

Three stores in San Francisco have a special kind of mirror that lets people compare what they look like in different clothes without actually **8.1.** _____. The mirror, which is called the Memory Mirror, has been made by a small company from California.

In fact it is a giant video screen and a camera that records an eight-second video of a shopper in the fitting room. The mirror lets shoppers see **8.2.** _____ in the clothes from all angles as they turn around in front of the camera. It remembers what the customers **8.3.** _____ so far. Besides, it allows them to see the clothes they're wearing in different colours. The highlight of the mirror is the 'split screen'. This means shoppers look at their live image on the left **8.4.** _____ of the mirror and at one of the pre-recorded images on the right, and compare them. The video recording is protected by a password and can be emailed. It allows shoppers to **8.5.** _____ a decision about what to buy with the help of family and friends, even if they're not in the store.

*adapted from www.cbsnews.com*

**8.1.**
- **A.** setting them up
- **B.** turning them down
- **C.** putting them on

**8.2.**
- **A.** ourselves
- **B.** himself
- **C.** themselves

**8.3.**
- **A.** have tried on
- **B.** try on
- **C.** will try on

**8.4.**
- **A.** page
- **B.** side
- **C.** hand

**8.5.**
- **A.** make
- **B.** hold
- **C.** offer

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

**Zadanie 9. (0–5)**

**W zadaniach 9.1.–9.5. wybierz tę opcję, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu. Zakreśl literę A, B albo C.**

**9.1.** The day wasn't (*wystarczająco ciepły*) _____ for us to go hiking.

**A.** too warm
**B.** quite warm
**C.** warm enough

**9.2.** I would like (*aby ona zaczęła*) _____ writing a travel blog.

**A.** she started
**B.** her to start
**C.** that she starts

**9.3.** Their music (*staje się*) _____ more and more popular these days.

**A.** is staying
**B.** is getting
**C.** is moving

**9.4.** Kate and Alice (*spierają się*) _____ for an hour, and I think they're not going to stop soon.

**A.** argue
**B.** are arguing
**C.** have been arguing

**9.5.** The problem was difficult, but (*udało nam się*) _____ to find a solution.

**A.** we managed
**B.** we tried
**C.** we reached

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

**Zadanie 10. (0–10)**

**Zostałeś wolontariuszem / Zostałaś wolontariuszką w organizacji charytatywnej. We wpisie na swoim blogu:**

- **wyjaśnij, dlaczego postanowiłeś(-aś) pracować w organizacji charytatywnej**
- **napisz, jakie masz obowiązki jako wolontariusz/wolontariuszka**
- **przedstaw problem, który pojawił się podczas przygotowywania jednej z akcji charytatywnych**
- **poinformuj, w jaki sposób ten problem rozwiązałeś(-aś).**

*Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić **od 80 do 130 słów** (nie licząc słów w zdaniach, które są podane). Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).*
*Podpisz się jako **XYZ**.*

## CZYSTOPIS

***Hi everyone! This summer I will be helping a charity as a volunteer.***

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

| Treść | Spójność i logika | Zakres środków językowych | Poprawność środków językowych | RAZEM |
|---|---|---|---|---|
| 0-1-2-3-4 | 0-1-2 | 0-1-2 | 0-1-2 | |

# BRUDNOPIS (*nie podlega ocenie*)