CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

MJA 2019

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 2019 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.

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Układ graficzny
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Zadanie 1. (0–5)

Usłyszysz dwukrotnie wywiad z wynalazcą fotografii mobilnej. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		T	F
1.1.	A new way to use mobile phones was invented by Philippe in a stressful situation.		
1.2.	Philippe had to go back home to get his laptop.		
1.3.	Philippe posted his daughter's photo on his friend's photo blog.		
1.4.	The USA was <u>not</u> the first country where camera phones were sold.		
1.5.	*Time* classified the camera phone as one of the top 100 inventions.		

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi związane z nauką jazdy samochodem. 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.

The speaker

A. talks about his/her experience of driving a car for the first time.
B. has failed his/her practical driving test.
C. advertises a driving course.
D. explains how to apply for a driving course.
E. describes an accident that happened during a driving lesson.

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 jedną z liter: A, B albo C.

Tekst 1.

3.1. The woman is talking about

A. an animal's irritating behaviour.
B. a little-known fact about mice.
C. a strange type of bird.

Tekst 2.

3.2. The speaker is

A. taking part in a competition to break a Guinness World Record.
B. warning a woman not to speak too loudly.
C. introducing a guest speaker on a show.

Tekst 3.

3.3. The best title for the story would be

A. AN UNFRIENDLY WAITRESS
B. GRATEFUL CUSTOMERS
C. AN UNUSUAL REQUEST

Tekst 4.

3.4. The train manager gives information about

A. the kind of refreshments passengers can buy.
B. the expected length of the journey.
C. the reasons for the delay.

Tekst 5.

3.5. Next time the boy visits his aunt, he will

A. tell a lie about having an allergy to food.
B. have a small bite and leave the rest.
C. say he has changed his eating habits.

Tekst 6.

3.6. The woman would like her son <u>not to</u>

A. use his smartphone so often.
B. walk in the fast lane when texting.
C. take a smartphone on his trip to China.

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 części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą kratkę.
<u>Uwaga:</u> dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

A. PROBLEMS WITH TEACHING DOLPHINS TO CATCH FISH
B. KNOWLEDGE PASSED FROM GENERATION TO GENERATION
C. TECHNIQUES FOR EFFECTIVE TEAMWORK
D. TIMES BEFORE DOLPHINS WORKED WITH FISHERMEN
E. UNUSUAL BEHAVIOUR INSPIRES RESEARCH
F. WAITING FOR THE DOLPHINS TO COME

PEOPLE AND DOLPHINS WORKING TOGETHER

4.1.	

When the scientist Paulo Lopez arrived in the Brazilian town of Laguna twenty years ago, he was surprised by a strange sight. He saw dolphins help the local fishermen catch fish! Lopez, who studies dolphins professionally, was so amazed that he decided to find out why they do it.

4.2.	

These dolphins swim slowly to push mullets, a kind of small silver fish, towards the fishermen. Then, they splash water with their heads or fins to show the fishermen where to throw their nets. The fishermen catch some fish, and most of the fish that manage to escape the nets swim right into the dolphins' mouths.

4.3.	

Many fishermen in other places see dolphins as competitors, but not in Laguna. On days when the dolphins don't appear, the fishermen know it's not worth fishing. They have nothing to do. They just sit on the beach, look at the rough sea and hope their animal friends will soon turn up.

4.4.	

Nobody really knows how this cooperation began, but local fishermen say that it's been going on for over 100 years. People don't teach young dolphins any tricks, though. Mother dolphins show their babies how to work with humans, and fishermen teach their children how to cooperate with the dolphins. In this way, the tradition continues.

adapted from www.odditycentral.com

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–3)

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

Tekst 1.

IT'S ALL ABOUT WINNING

Why do people enter writing contests? Some enter to get practice in writing. Others enter to motivate themselves to finish their stories. But there's one thing nearly everyone wants… *to win.* I've helped judge about a dozen writing contests and I've learned what can make you a winner. However, remember that I'm just going to tell you about the basics.

To start with, your main character must be fascinating. And what fascinates us the most is contrast. Light versus darkness. Good versus evil. Neat versus messy. You should try to achieve this in your stories.

adapted from http://thewritepractice.com

5.1. The author of the text

A. gives advice on how to succeed in writing contests.
B. informs readers about difficulties in judging writing.
C. explains why some people start to write stories.

Tekst 2.

THE BEGINNING

I am always drawn back to places where I have lived before. For instance, there is a building near Central Park where, during the early years of the war, I had my first New York apartment all to myself. It was one room crowded with attic furniture and the walls were dirty yellow. The single window looked out on a fire escape. Even so, whenever I took the key to this apartment out of my pocket, I felt happy because it was the place where I began my independent adult life, with nobody disturbing me. My books and jars of pencils were there and everything I needed to become the writer I so much wanted to be.

adapted from Breakfast at Tiffany's by Truman Capote

5.2. Which sentence is TRUE?

A. After the war the narrator started a new life in New York.
B. The narrator was pleased to be living on his own.
C. The flat often made the narrator feel depressed.

Tekst 3.

SHAKESPEARE

"Writer William Shakespeare, born in both Stratford and Avon, wrote some old rubbish with feather pens, then went to London to seek his fortune," says a comedy character, Philomena Cunk, in a new parody called *Famous Biographies* broadcast every Friday at 8 pm. Cunk is a foolish literary expert who happily delivers her lectures, despite not knowing much about literature. She calls *Romeo and Juliet* "the finest romance of the pre-*Dirty Dancing* era". However, it takes intelligence to act this silly. The show is full of witty wordplay and Cunk's absurdity is fresh and exciting.

adapted from www.telegraph.co.uk

5.3. The text is a fragment of

A. a writer's biography.
B. a review of a programme.
C. an introduction to a play.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–5)

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

FROM *SCRAMBLED EGGS* TO *YESTERDAY*

Composers get inspired to write songs for many reasons and most songs have a story behind them. The story of *Yesterday* by The Beatles is quite amazing. The song was written at 57, Wimpole Street, London. Paul McCartney had a small attic room there. There was hardly any free space, but he managed to put in one thing which was very important for him. "I eventually got a piano of my own," remembers Paul. "Very artistic. It stood to the right of my bed, just under the window."

One morning, in 1963, Paul woke up with the complete melody to *Yesterday* in his head. It had come to him in a dream. At first Paul didn't know whether he had actually thought the tune up himself or if he had stolen it from another composer. He wrote some simple words to go along with the melody line as he didn't want the tune to go away. The nonsense lyrics started with the words: Scrambled eggs. He played the tune to the other Beatles, but they told him they didn't recognize it, so he continued working on it. When the song was finished, Paul offered it to other musicians but they didn't want to play it. Singer Billy J. Kramer said it wasn't right for him. Chris Farlowe also didn't like it. "It's too slow. I need a good rocker," he said to Paul.

The song was recorded two years after the original *Scrambled Eggs* version. The Beatles tried singing it together, but finally, all of them decided that Paul should sing a solo, and it became the first-ever Beatle song recorded with only one Beatle. According to some music fans, it was John Lennon who suggested the title *Yesterday*. In one interview John said, "The song was around for months before it was completed. Paul wrote nearly all of it. We just couldn't find the right title." Whether *Yesterday* is indeed 100% Paul's song, or whether John also had some share in writing it, is not certain.

In 1997, the song was entered into the *Grammy Hall of Fame*, which is a special award to honour extraordinary recordings. It was also voted the best song of the 20th century by music experts and listeners taking part in a BBC 2 poll. *MTV* and *Rolling Stone Magazine* named it the number one pop song of all time. It was performed over 7 million times in the 20th century alone, and you can still hear it on many occasions. Not bad for a song whose tune came to the composer in a dream and which started out as *Scrambled Eggs*.

adapted from http://www.telegraph.co.uk

6.1. Which is TRUE about the piano in the attic room?

A. It didn't belong to Paul McCartney.
B. It was put opposite the window in Paul McCartney's room.
C. Paul McCartney found enough room for it somehow.
D. Paul McCartney found it difficult to compose songs on it.

6.2. From the second paragraph we learn <u>why</u>

A. the song's melody was taken from another singer.
B. the other Beatles wanted Paul to write the song.
C. it was difficult to write the lyrics to the song.
D. some musicians refused to play the song.

6.3. According to the text, we still <u>don't know</u>

A. if Lennon had anything to do with writing the song.
B. why the song was exceptional for the Beatles.
C. how long it took before the song was recorded.
D. who decided that Paul should perform the song alone.

6.4. In the last paragraph, the author informs us

A. how many singers have performed the song up to now.
B. who chose the song as the greatest hit of the last century.
C. which magazine wanted to change the lyrics of the song.
D. why it took so long for the song to join the *Grammy Hall of Fame*.

6.5. In the article, the author

A. describes how the song influenced its composer's life.
B. explains why the song's popularity increased over the years.
C. presents reasons for changes in the song's title.
D. tells the story of a song which hasn't lost its popularity.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 7. (0–3)

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

THE BLACK DOT

One day, a professor entered his classroom and asked his students to write a surprise test. They all waited nervously at their desks as he was handing out the papers. **7.1.** _____ The professor, seeing the expression on their faces, explained that he wanted them to write about what they saw. Although the students were a little confused, they all got started on the task. **7.2.** _____ It turned out that all the students had written about the black dot, trying to explain its position in the centre of the sheet. No one had written about the white part of the sheet. The professor said he wasn't going to grade them on this task. **7.3.** _____ He explained that dark moments such as disappointment with a friend, or lack of money, are very small and unimportant, like the dot on the sheet, when compared to all the joys we experience.

adapted from www.rogerdarlington.me.uk

A. Instead, he wanted to show them what matters in real life.
B. As soon as they had done it, the professor asked them a difficult question.
C. After some time the professor collected the answers and read them aloud.
D. To their surprise, there were no questions there, just a black dot in the centre.
E. Seeing how difficult the task was, the students refused to do it and left.

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 jedną z liter: A, B albo C.

IS IT A BIRD?…IS IT A PLANE?… NO, IT'S A POSTMAN!

Your postman could one day be… a drone. The Singapore Post has recently completed its first drone delivery test. The drone's range was limited to the city centre. It only **8.1.** _____ two kilometres. On its first delivery, it carried ten letters to ten houses, right in the most populated part of the city. **8.2.** _____ it was not certain that the test would be successful, the drone managed to deliver the letters to the right people.

This prototype drone has safety features designed for city areas. It can carry up to 500 grams and fly at a maximum speed of 45 miles per hour. Its delivery route is controlled by a smartphone application, to make **8.3.** _____ the mail reaches the correct person.

Such a drone has huge potential. For example, delivery times can be shortened because flight paths are more direct **8.4.** _____ road delivery routes. Soon it will be possible to deliver not only letters but also life-saving medicines, for example when a medical emergency **8.5.** _____ on a small island. Drones will also be used regularly in search and rescue missions in the wilderness.

adapted from www.straitstimes.com

8.1.
- **A.** is flying
- **B.** has been flying
- **C.** flew

8.2.
- **A.** However
- **B.** Because
- **C.** Although

8.3.
- **A.** right
- **B.** sure
- **C.** possible

8.4.
- **A.** than
- **B.** as
- **C.** from

8.5.
- **A.** happens
- **B.** goes
- **C.** turns

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–5)

W zadaniach 9.1.–9.5. spośród podanych odpowiedzi (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub jego fragmentu. Zakreśl jedną z liter: A, B albo C.

9.1. I think **Japanese isn't as difficult as Chinese**.

A. Japanese and Chinese are too difficult.

B. Chinese is more difficult than Japanese.

C. Japanese is as easy as Chinese.

9.2. I think **that red dress suits her**.

A. she fits in that red dress

B. she looks good in that red dress

C. that red dress matches the suit

9.3. I've decided to **stop** eating meat for health reasons.

A. give up

B. leave out

C. put off

9.4. A new airport is being built in our city.

A. They are thinking of building a new airport in our city.

B. A new airport has recently been built in our city.

C. They are building a new airport in our city.

9.5. Can you keep it secret?

A. Will you share your secret with me?

B. Why don't you tell everyone?

C. Could you please not tell anybody about it?

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 10. (0–10)

Wybierałeś(-aś) się na wakacje do kolegi do Londynu, ale dwa dni temu zgubiłeś(-aś) dowód osobisty. W e-mailu do kolegi z Anglii:

- **przedstaw okoliczności zgubienia dowodu osobistego**
- **poinformuj, że musisz odłożyć wyjazd do Londynu, i wyraź swoje niezadowolenie z powodu tej sytuacji**
- **wyjaśnij, co zrobiłeś(-aś), aby odzyskać dowód osobisty**
- **zaproponuj inny termin swojej wizyty i wyraź nadzieję, że koledze ten termin pasuje.**

*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). Oceniane są: 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 Mark,

I know that you're waiting for me in London but there is a problem. I lost my ID card two days ago.

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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*)