Miejsce na identyfikację szkoły

ARKUSZ PRÓBNEJ MATURY Z OPERONEM, „GAZETĄ WYBORCZĄ” I BRITISH COUNCIL
JĘZYK ANGIELSKI

LISTOPAD 2015

POZIOM PODSTAWOWY

Czas pracy: 120 minut

nstrukcja dla zdającego

. Sprawdź, czy arkusz egzaminacyjny zawiera 13 stron (zadania 1.–10.). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 20 minut. Materiał do odsłuchania nagrany jest na płycie CD.
. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
. Pamiętaj, że zapisy w brudnopisie nie podlegają ocenie.
. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL.
. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem (■) i zaznacz właściwe.
8. W zadaniach 1.–9. oceniane będą tylko odpowiedzi zaznaczone na karcie odpowiedzi znajdującej się na końcu arkusza.

Życzymy powodzenia!

Za rozwiązanie wszystkich zadań można otrzymać łącznie **50 punktów**.

Wpisuje zdający przed rozpoczęciem pracy

PESEL ZDAJĄCEGO

KOD ZDAJĄCEGO

Więcej arkuszy znajdziesz na stronie: arkusze.pl

Arkusz opracowany przez Wydawnictwo Pedagogiczne OPERON. Arkusze Próbnej Matury z j. angielskiego były dodatkowo konsultowane przez ekspertów British Council, patrona merytorycznego akcji.
Kopiowanie w całości lub we fragmentach bez zgody wydawcy zabronione. Wydawca zezwala na kopiowanie zadań przez dyrektorów szkół biorących udział w programie Próbna Matura z OPERONEM.

Zadanie 1. (0–5)

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

		T	F
1.1.	Professor White did several experiments last year.		
1.2.	The dolphins in Hawaii aquarium didn't recognize each other.		
1.3.	Scientists think that dolphins mainly 'talk' about food.		
1.4.	The spotted dolphin came for his revenge the next day.		
1.5.	Professor White compares his job to that of a detective.		

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi dotyczące lodówek. Do każdej wypowiedzi (2.1.–2.4.) dopasuj właściwe zdanie (A–E). Wpisz rozwiązania do tabeli.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person
A. explains some rules for sharing the fridge with others.
B. instructs on using a particular function of a fridge.
C. speaks about facts from the history of fridges.
D. gives advice on which fridge you should buy.
E. advertises some kitchen equipment.

2.1.	2.2.	2.3.	2.4.

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Zadanie 3. (0–6)

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

Tekst 1.
3.1. The man
A. encourages people to sleep after a flight
B. gives some advice on going to sleep after a flight.
C. explains the effects of going to sleep after a flight.

Tekst 2.
3.2. Where are the speakers?
A. at home
B. in the car
C. in the shop

Tekst 3.
3. This text is about
. a new invention.
. a rich book fan.
. a costly idea.

ekst 4.
4. The biggest problem for the girl was
. writing orders in English.
. understanding her boss.
. taking orders from customers.

ekst 5.
5. What will the girl do later in the day?
. She'll finish reading a book.
. She'll meet with her friend.
. She'll buy syrup for her cough.

ekst 6.
3.6. Which is true about the girl's sister?
A. Her driving is correct.
B. She tends to stress the speaker out.
C. She listens to their dad's comments.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. NA KARTĘ ODPOWIEDZI!

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Zadanie 4. (0–4)

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

DAYLIGHT SAVING TIME

4.1.	

Daylight Saving Time begins every year on the last Sunday of March. On that day, clocks are moved forward one hour (which means sleeping for one hour less). They are again shifted back in autumn – it happens on the last Sunday in November. That day we have one extra hour – so when you forget to change the time and wake up at 10 a.m., it's 9 a.m.

4.2.	

Shifting time to 'winter' or 'spring' means transferring one hour of daylight from the early morning to the evening. In that way people can feel better (it's still bright when they finish work), there can be less electricity used and the number of traffic accidents can be reduced since the roads are more visible during the day than at night.

4.3.	

Many people object to those shifts. They say that shifting time actually creates more traffic accidents. People have to get used to the change, so for a couple of days they are tired and unable to concentrate because their sleep pattern is changing. Also, train and plane timetables have to be changed for one day.

4.4.	

Almost all European countries (except Iceland), the U.S.A., Canada and Australia use Daylight Saving Time. However, it hasn't been introduced everywhere in the world – only 70 countries have adopted it. Most of these countries are highly developed. The only developed country which doesn't have Daylight Saving Time is Japan.

A. Where is Daylight Saving Time used?
B. Which person objected to shifting time?
C. Why was Daylight Saving Time introduced?
D. What dates should people remember about?
E. What are the disadvantages of Daylight Saving Time?
F. What countries were the first to use Daylight Saving Time?

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Zadanie 5. (0–3)

Przeczytaj trzy teksty na temat poezji. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B lub C.

Tekst 1.

'You're going to forget everything else I teach you,' Mr. Stessman said. 'But brains love poetry. You're going to memorize one poem, and five years from now, we're going to see each other by accident and you'll say, 'Mr. Stessman, I still remember it.' Choose a romantic poem, that's my advice. You'll get the most use out of it.'

Jack planned to choose a poem that rhymed, so it would be easier to memorize.

'We meet tomorrow in the library,' Mr Stessman said. 'You're going to read the poems you've chosen. Then you'll have two weeks to memorize them.'

adapted from Eleanor and Park by Rainbow Rowell

5.1. What is Mr. Stessman doing?

A. He's giving homework to his students.
B. He's explaining the meaning of one poem.
C. He's giving advice on how to memorize poems.

ekst 2.

PURELY POETRY

''/e welcome readers of all styles and experiences, from first timers to old pros. Purely Poetry the monthly open microphone poetry night which offers an encouraging atmosphere, for eople to read their work, and to listen in comfort. To take part, just sign up at the start of the ight. All names are drawn out at random, and each person has seven minutes max to read, so nat we can give as much time as possible to everyone wanting to read. Doors open at 7.30 p.m., art 8.30 p.m. There's no maximum number of participants.

adapted from www.poetryni.com

2. Which is true about the poetry night?

. It lasts for just one hour.
. The event takes place every month.
.. To take part you need to have some experience.

ekst 3.

When I was in elementary and middle school, I hated poetry. When it was taught in my classes, it was such a tiring activity. There was no creativity, no passion. I disliked poetry greatly, although I loved reading novels. When I was in high school, however, my English teachers helped me to understand it. Now I know that poetry should be used in the classroom, but teachers should be careful about it. It should not be 'here's this type of poem; write your own version of this poem.' Students should understand the power of poetry and how writers can use words to make magic – just as I did.

adapted from www.createdebate.com

5.3. The author of the text writes about

A. his story of becoming a poet.
B. why he hates reading poetry.
C. a change in his view on poetry.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Zadanie 6. (0–5)

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

SURFING IOWA

My best friend Randy and I have been surfing ever since we could lift surfboards. From then on, we would only come out of the water to eat and sleep. As long as I kept up my grades, though, Mom and Dad were cool about it.

Then, one night after dinner, Dad said, 'There's no easy way to say this, Jeff.' He talked for a few minutes about work and new opportunities. Then he said it. *Relocate*.

'No way. When?'

'End of June.'

'To *where*?'

'Iowa.'

I checked my globe. I knew it. Landlocked. No oceans or seas anywhere near Iowa. *This can't be happening*, I thought. My stomach felt worse than if I'd swallowed a gallon of salt water. I had to move to Iowa – nothing would change that.

Sixth grade ended, and moving day came as sure as sunburn on bare shoulders. I tried to convince Randy not to come over. Luckily for me, he wouldn't listen.

'Don't worry. We'll keep in touch, I promise,' Randy said. 'I never had a pen pal before.'

'Pen pal? Ever heard of e-mail?' As we were laughing, my dad motioned to me. It was time to go.

I waved good-bye until Randy was a speck, then he disappeared. I stared out the car window on my way to Iowa or Idaho or Ohio. It really didn't matter.

Iowa was flatter and drier than I'd imagined. Day after day for that first week, I'd flop onto my bed, holding a shell to my ear. I'd breathe in the saltiness from the center and wonder what Randy was doing.

One day, a voice from outside shouted, 'Grab your board!'

If I didn't know better, I'd have run outside expecting to see Randy waving me toward the ocean. I looked out the window.

Three boys were skateboarding. I watched for a minute, then dropped back onto my bed. Then, the next day, Dad came into my room holding a long cardboard box. 'It's from Randy.'

'Thanks,' I said as I tore it open. 'My skateboard! I must've left it in his garage. That's all we ever did before we started surfing.' Taped to the board was a note. It said, 'Find your waves.'

I practiced all afternoon, even as dark clouds began to fill the sky. Before long, I was gliding, almost floating on the board.

Suddenly, wind moved the only tree around. When I closed my eyes, it sounded like a wave. Rain dumped down. The wind pushed me.

Surfing Iowa, I sliced through the puddles leading to my house.

adapted from www.highlightskids.com

Więcej arkuszy znajdziesz na stronie: arkusze.pl

6.1. Jeff's parents would let him go surfing if
A. he ate his meals.
B. he were a good student.
C. he didn't do it for too long.
D. he didn't do it with Randy.

6.2. For Jeff moving to Iowa was
A. a wonderful surprise.
B. a scary adventure.
C. a great chance.
D. a huge tragedy.

6.3. Randy told Jeff that he'll
A. visit Jeff in Iowa.
B. write a postcard to Jeff.
C. contact Jeff by the Internet.
D. go surfing with Jeff one day.

4. What did Jeff get from Randy?
. a long letter
. his old surfboard
. something that Jeff forgot about
. a mysterious box with a note on it

5. Which is the best sentence which sums up the text?
. New friends bring old memories.
. You can follow your dreams anywhere.
. Learning to surf is easier than you think.
. Sometimes you have to forget about your passions.

RZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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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.

HERSHEY'S ACCIDENT

Everybody in the U.S.A. knows the name Hershey. This talented candy maker sold his first chocolate bars in 1900. They were an instant success.
In 1903, Hershey built a factory and a town for its workers. He was usually pleasant and enjoyed a good joke. **7.1.** _____ He was both respected and feared and his workers were often fired for mistakes. He also took an active role in the candy-making process. He loved escorting groups of potential buyers through the factory – walking backward and waving his arms as he explained the process.
7.2. _____ His job was to push the containers of warm chocolate from the processing room to a storage area. To do this, he had to push them up a ramp and across the walkway. One day, Hershey was walking backward as usual while my grandfather was pushing a container of chocolate up the ramp… and suddenly the worst happened. Hershey fell backward into the container. Grandfather froze in fear. Hershey stood up with his hands on his hips. He whispered something angrily. **7.3.** _____ Everyone laughed. The tour continued, with Hershey dripping chocolate as he went. And Grandfather kept his job.
Milton S. Hershey was dipped in chocolate accidentally. Today, at a spa in Hershey, Pennsylvania, you can be wrapped in warm 'essence of cocoa' – on purpose. Wouldn't Hershey be surprised?

adapted from www.highlightskids.com

A. Then he smiled. 'It's not your fault, son,' he said. 'I need to watch where I'm going.'
B. 'That's it! You're fired' he shouted to my Grandpa as soon as he cleaned his face.
C. However, in his chocolate factory, he held high standards for all the workers.
D. Hershey paid his workers a lot but my grandfather didn't like his job there.
E. My grandfather began working in the factory as a young man.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Zadanie 8. (0–5)

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

WATCHING INTERNET CAT VIDEOS IS GOOD FOR YOUR HEALTH

Some people think **8.1.** _____ watching online cat videos isn't a serious topic, but the fact is that it's one of the most popular uses of the Internet today. So, if scientists wanted to understand the effects the Internet has on people, they couldn't ignore Internet cats **8.2.** _____.
Nearly 2 million cat videos were uploaded to YouTube last year and such videos got **8.3.** _____ views than any other categories. Scientists have recently conducted a study which proved that people who watch cat-related videos feel more energy and less negative emotions such as fear, irritation or sadness. Looking at images of cute animals can improve people's performance on the job, another study said. What is also **8.4.** _____ is the fact that only about 36% of watchers are so-called 'cat-people'. The majority (60%) likes dogs just as well as cats.
So, whenever you feel angry or sad, go on YouTube and **8.5.** _____ for another funny cat deo. It's good for your health!

adapted from www.livescience.com

1.
. about
. when
. that

8.2.
A. moreover
B. anymore
C. whenever

8.3.
A. more
B. much
C. most

4.
. interested
. interesting
. interestingly

8.5.
A. view
B. watch
C. search

RZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Więcej arkuszy znajdziesz na stronie: arkusze.pl

Zadanie 9. (0–5)

W zadaniach 9.1.–9.5. wybierz odpowiedź (A–C), która najlepiej oddaje sens wyróżnionego zdania lub jego fragmentu. Zakreśl literę A, B lub C.

9.1. I'm afraid that my smartphone **stopped working** again. It doesn't turn on!
A. broke down
B. broke up
C. broke off

9.2. May I open the window?
A. Do I want to open the window?
B. Do you mind if I open the window?
C. Would you like to open the window?

9.3. I've forgotten my homework today. I promise **it will not happen** again.
A. I will take it
B. I won't remember
C. I won't do it

9.4. You **are forbidden to** drive here. This street has been closed.
A. don't need to
B. mustn't
C. don't have to

9.5. My suitcase **is too small** for all these clothes! They won't fit inside.
A. is much bigger
B. is small enough
C. isn't big enough

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Zadanie 10. (0–10)

Byłeś/Byłaś jednym z organizatorów spotkania ze znaną osobą, które niedawno odbyło się w twojej szkole. Napisz e-mail do kolegi z Anglii.
W e-mailu:
– napisz, kiedy odbyło się spotkanie i kim był zaproszony gość,
– wspomnij o dwóch ciekawych faktach, o których dowiedziałeś/dowiedziałaś się w trakcie spotkania,
– opisz problem, który pojawił się w trakcie spotkania i jak go rozwiązano,
– obiecaj koledze przesłanie zdjęć i zapytaj go, jakie sławne osoby spotkał.

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

Dear Mike,
Thank you for your last email. Guess what! I organized a very interesting meeting at school.

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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	

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BRUDNOPIS (*nie podlega ocenie*)

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