Miejsce na identyfikację szkoły

# ARKUSZ PRÓBNEJ MATURY Z OPERONEM I BRITISH COUNCIL JĘZYK ANGIELSKI

## POZIOM PODSTAWOWY

**LISTOPAD 2019**

## Czas pracy: 120 minut

### Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 12 stron (zadania 1.–10.). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 20 minut. Materiał do odsłuchania nagrany jest 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 podlegają ocenie.
6. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL.
7. 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

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**PESEL ZDAJĄCEGO**

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**KOD ZDAJĄCEGO**

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.

## Zadanie 1. (0–5)

**Usłyszysz dwukrotnie wywiad na temat ciekawej techniki organizacji czasu. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).**

| | | T | F |
|---|---|---|---|
| **1.1.** | Peter invented a system which helps you learn. | | |
| **1.2.** | A 5-minute break is called a “Pomodoro”. | | |
| **1.3.** | Peter recommends doing some exercise during the break. | | |
| **1.4.** | Peter uses the timer on his phone. | | |
| **1.5.** | You can take more than one short break while studying. | | |

## Zadanie 2. (0–4)

**Usłyszysz dwukrotnie cztery wypowiedzi dotyczące prima aprilis. 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.** tells a story about a joke that he/she played on somebody.
**B.** gives reasons why he/she enjoys April Fool’s Day.
**C.** changed his/her opinion about April Fool’s Day.
**D.** explains how one joke was broadcast to the whole nation.
**E.** was annoyed by an April Fool’s joke.

| **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 lub C.**

**Tekst 1.**
**3.1. Which is true about the thing the woman's eating?**
**A.** It's unusually sweet.
**B.** It tastes best without jam.
**C.** It's popular in Great Britain.

**Tekst 2.**
**3.2. The man is talking about an app which is useful**
**A.** also for people who don't have much free time.
**B.** only if you want to practice your writing.
**C.** especially for English teachers.

**Tekst 3.**
**3.3. The man's instructor advises him to**
**A.** drive a bit faster.
**B.** learn some road rules.
**C.** practice on the countryside roads.

**Tekst 4.**
**3.4. What does the boy like best in his new school?**
**A.** the breakfast break.
**B.** the clothes he can wear.
**C.** the time when lessons start.

**Tekst 5.**
**3.5. The girl**
**A.** recommends an online game.
**B.** explains something to the boy.
**C.** asks the boy to help her with something.

**Tekst 6.**
**3.6. The coach says that the students will play a game which**
**A.** they've already played before.
**B.** needs just one team of seven players.
**C.** will be shorter than it's supposed to be.

***PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. 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.**
**Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.**

**A.** SHARING THE SAME PASSION
**B.** A CHEAP ALTERNATIVE TO VIDEOS
**C.** THE ONLY GOOD TOPIC FOR A BLOG
**D.** A WAY TO CHECK YOUR LANGUAGE PROGRESS
**E.** A SOLUTION FOR THOSE WHO WANT TO STAY ANONYMOUS
**F.** THE WAYS IN WHICH YOUTUBE IS BETTER THAN BLOGGING

**REASONS TO START BLOGGING**

*I started to write my own blog when I was 16 years old. Now I am 22 and I'm still writing it. If you're undecided whether you should or shouldn't write a blog, here are some reasons why I think it's a fun thing to do.*

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

I actually started with YouTube before I started blogging. However, blogging is better than YouTube because you don't have to have a camera, a microphone or special software on your laptop. There are a lot of extra costs that go behind making YouTube videos. With blogging, you can sign up for free and all you really need is good internet connection to upload your blog.

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

Also, if you are camera shy or you just don't want to be recognised, it's absolutely possible with blogging: you don't have to show your face, you don't have to even include your name in what you write. Blogging is a perfect way to become popular on the Internet and maintain your privacy at the same time.

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

Blogging allows you to get in contact with people who are interested in the same topics as you are. So, whether that's cooking, travelling or video games… if you start to write a blog about something and people who are interested in those topics start to follow it, then you can start up some great discussions about the things that interest you.

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

Finally, blogging is a great way to practise your writing, especially if you write a blog in the language that you're learning. Once it attracts native speakers, they'll surely help correct any mistakes you're making. It's also really nice to look back and see how much you learnt during, let's say, two or three years.

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

## Zadanie 5. (0–3)

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

**Tekst 1.**

**READING IN A FOREIGN LANGUAGE**

Reading in a foreign language is one of the best ways to learn vocabulary and grammar. How should you start? Firstly – don't be too ambitious. Avoid classics and start with more modern books as the language will be easier to understand. Also, don't be afraid to try out children's books, just to help you get started. Secondly, read something you enjoy! If you like science fiction, read a science fiction novel. You're more likely to pick up a book if you're actually interested in the plot.

**5.1. The author of this text**
**A.** explains how he/she started reading in a foreign language.
**B.** recommends a certain book to read in a foreign language.
**C.** gives advice on reading books in a foreign language.

**Tekst 2.**

I bought this e-book reader as a present for my girlfriend. When she started using it she told me she had trouble seeing the words in the dark. I tried to fix that but it turned out that this e-book reader doesn't have a backlight at all! So, you can't read e-books at night. I'm very disappointed. I bought it from an online shop and the product description says nothing about it not having a backlight! I didn't spend much on it but it's still a waste of money because my girlfriend reads only in the evenings.

**5.2. Which is true about the e-book reader?**
**A.** It was a very expensive product.
**B.** It doesn't have one important feature.
**C.** The author of the text bought it for himself.

**Tekst 3.**

"What's this?" said Aunt Elizabeth suddenly, pausing for a moment in her packing. Emily looked up and saw that she had her old diary in her hands and that she was opening it! "You mustn't read that, Aunt Elizabeth," Emily shouted, "that's mine – my own private property."
"Hold on!" said Aunt Elizabeth, looking at her, "I have a right to read your diary. Don't hide anything from me. You have something there that you are ashamed of and I'm going to see it!"

*adapted from "Emily of New Moon" by L.M. Montgomery*

**5.3. The text is about**
**A.** a disagreement between Emily and her aunt.
**B.** Aunt Elizabeth's secret diary.
**C.** a diary that Emily has found.

***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.**

It's not only pirates in stories who go hunting for treasure. Every year, thousands of people search the Rocky Mountains in the US for a hidden treasure worth $2 million. And the clues as to where it is are written in a poem.

The treasure was buried by an art expert, Forrest Fenn, in 2010. He was 80 when he made the trip into the Rocky Mountains by car and then on foot. So that's one clue: it is somewhere he could walk to with a heavy box. But the nine main clues in the poem (which you can read on his website) are much more difficult to understand. Here is one part to get you started:

*Begin it where warm waters stop*
*And take it in the canyon down,*
*Not far, but too far to walk.*
*Put in below the home of Brown.*

There are many possible meanings here. Some people look for a place where warm and cold water meet, perhaps two rivers. Brown might be a person because names usually start with a capital letter. So maybe you have to look for people called Brown who live in the Rocky Mountains. Unfortunately, Brown is a very common surname!

The only way to test your ideas is to follow the clues to try and find the treasure. Forrest advises people to wait until spring because winter weather can be very dangerous. He also says people shouldn't look for the treasure alone.

Some treasure hunters have been out looking for the box too many times to count. Marti and her daughter Libbi travel from their home in Georgia to search in Montana. Libbi says: 'The thought of bears around every corner was a horrible fear for the first two years, but we slowly lost the fear of animals. We especially love the scenery of Montana – camping in the mountains and crossing rivers and streams. It's all very exciting, even if we never find the treasure.'

But there are people who think the whole thing is a trick. Some say maybe Forrest had a box of treasure, but they don't believe he hid it in the mountains. Others say he took it back years ago. But even the people who complain it's a trick often still go to the Rocky Mountains to test their ideas. Of course, one possibility is that someone has already found the treasure and not told anyone. But that won't stop hundreds more people going treasure hunting this spring. Where would you start looking?

*adapted from "Hidden Treasure in The Rocky Mountains" by Nicola Prentis*

**6.1. Which is true about Forrest Fenn?**
**A.** He's an elderly man.
**B.** He's a well-known writer.
**C.** He lives in the Rocky Mountains.
**D.** He's discovered a treasure worth $2 million.

**6.2. Forrest Fenn recommends**
**A.** searching near a river.
**B.** looking for the treasure in spring only.
**C.** asking somebody called Brown for help.
**D.** going to the Rocky Mountains with some company.

**6.3. What do Libbi and Marti enjoy the most?**
**A.** finding the treasure
**B.** seeing bears in real life
**C.** the natural beauty of Montana
**D.** coming back home from the Rocky Mountains

**6.4. Some people believe that**
**A.** the treasure has already been found.
**B.** Forrest will soon hide another box of treasure.
**C.** this spring will be the last one to look for the treasure.
**D.** somebody's going to tell other hunters where the treasure is.

**6.5. Which is the best title for the text?**
**A.** THE LUCKY FINDER
**B.** THE MYSTERY TO BE SOLVED
**C.** THE BOX WHICH WAS LOST AND FOUND
**D.** THE LAST CHANCE TO FIND THE TREASURE

***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.**

**FOOD FROM A 3D PRINTER? WHY NOT?**

3D printing is becoming more and more popular. We are now able to print things such as clothes, musical instruments and prototype cars. But can you imagine printing food? Some scientists are trying to do it. **7.1.**_____ Scientists say that they are easy to use: you simply have to select a recipe and put the raw food 'inks' into the printer. You can also change the instructions to make the food exactly how you want it. This means that it would be very quick and easy to create tasty and healthy meals.

Using 3D printers to create your meals would also be good for the environment. **7.2.** _____ For example, alternative ingredients such as proteins from algae or beetroot leaves could be converted into tasty products!

However, some people think that a future of 3D-printed food would be a disaster. It could take away many jobs. Traditional cafés and restaurants might lose business. There is also more consideration to bear in mind. **7.3.** _____ It is hard to imagine a world where that pastime is dead and meals can be created at the touch of a button.

**A.** There would be less need for traditional growing as food production would be a lot more efficient.
**B.** They haven't succeeded yet, but they say that printing food will be possible in the very near future.
**C.** Cooking and eating together with family and friends has long been a traditional and enjoyable activity.
**D.** So, the restaurant owners are happy about it and many of them say that it would make the cooking process faster and nicer.
**E.** They hope that having 3D printers in the kitchen will become as popular as the microwaves or blenders.

***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.**

**SEEING A CITY BY BIKE**

Seeing a city by bike is ideal for settling in and learning your way around. A bike means that **8.1.**_____ places, especially in a small city, feel far away. Cycling to work can take half the time that it would to walk – excellent for someone who values a few extra minutes in bed! Riding a bike also means you're not restricted **8.2.**_____ bus timetables. Importantly, cycling also helps to reduce your carbon footprint. While cars **8.3.**_____ the environment, bikes are carbon-neutral. Thanks to being petrol-free, bikes are cheaper to run, buy and fix than cars. **8.4.**_____ you don't own a car, you still have to pay for the tickets if you choose to use buses while a bike can pay for itself. **8.5.**_____, be careful when cycling. Always wear a helmet, pay attention to traffic and don't forget your lights at night.

**8.1.**
**A.** less
**B.** much
**C.** fewer

**8.2.**
**A.** by
**B.** from
**C.** on

**8.3.**
**A.** risk
**B.** pollute
**C.** protect

**8.4.**
**A.** In spite of
**B.** Although
**C.** Even if

**8.5.**
**A.** Therefore
**B.** However
**C.** Sadly

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

## Zadanie 9. (0–5)

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

**9.1. I won't talk to her again (*jeśli nie przeprosi*) _____ .**
**A.** if she apologises
**B.** unless she apologises
**C.** as soon as she doesn't apologise

**9.2. She told me that her husband (*pracuje*) _____ as an electrician for 20 years.**
**A.** had been working
**B.** has been working
**C.** had worked

**9.3. The police asked him to (*zjechać na pobocze*) _____ and wait in the car.**
**A.** pull over
**B.** drive away
**C.** ride on the side

**9.4. I was late for school this morning (*mimo że*) _____ waking up very early.**
**A.** although
**B.** however
**C.** in spite of

**9.5. It's very windy today. You have to (*uważać*) _____ for falling tree branches.**
**A.** be careful
**B.** watch out
**C.** pay attention

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

## Zadanie 10. (0–10)

**Pewien portal internetowy ogłosił konkurs, w którym należy opisać gadżet elektroniczny, który masz i który jest szczególnie przydatny w twoim życiu. Nagrodą za najciekawszy wpis na forum portalu jest bon do sklepu z elektroniką. Napisz wpis na forum, w którym:**
**– poinformujesz, jaki gadżet wybrałeś/wybrałaś, i podasz powody swojej decyzji,**
**– opiszesz sytuację ze swojego życia, w której to urządzenie okazało się przydatne,**
**– wspomnisz o minusach tego urządzenia,**
**– wyjaśnisz, na co przeznaczysz wygrany bon i podasz powód swojej decyzji.**

*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,*
*I think I have the perfect answer to your question.*

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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*)

ISBN 978-83-7879-918-4

# JĘZYK ANGIELSKI
# POZIOM PODSTAWOWY
# WYPEŁNIA ZDAJĄCY

**Data urodzenia zdającego**

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dzień miesiąc rok

**PESEL**

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| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

| Zad. 1. | T | F |
|---|---|---|
| 1.1. | | |
| 1.2. | | |
| 1.3. | | |
| 1.4. | | |
| 1.5. | | |

| Zad. 2. | A | B | C | D | E |
|---|---|---|---|---|---|
| 2.1. | | | | | |
| 2.2. | | | | | |
| 2.3. | | | | | |
| 2.4. | | | | | |

| Zad. 3. | A | B | C |
|---|---|---|---|
| 3.1. | | | |
| 3.2. | | | |
| 3.3. | | | |
| 3.4. | | | |
| 3.5. | | | |
| 3.6. | | | |

| Zad. 4. | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| 4.1. | | | | | | |
| 4.2. | | | | | | |
| 4.3. | | | | | | |
| 4.4. | | | | | | |

| Zad. 5. | A | B | C |
|---|---|---|---|
| 5.1. | | | |
| 5.2. | | | |
| 5.3. | | | |

| Zad. 6. | A | B | C | D |
|---|---|---|---|---|
| 6.1. | | | | |
| 6.2. | | | | |
| 6.3. | | | | |
| 6.4. | | | | |
| 6.5. | | | | |

| Zad. 7. | A | B | C | D | E |
|---|---|---|---|---|---|
| 7.1. | | | | | |
| 7.2. | | | | | |
| 7.3. | | | | | |

| Zad. 8. | A | B | C |
|---|---|---|---|
| 8.1. | | | |
| 8.2. | | | |
| 8.3. | | | |
| 8.4. | | | |
| 8.5. | | | |

| Zad. 9. | A | B | C |
|---|---|---|---|
| 9.1. | | | |
| 9.2. | | | |
| 9.3. | | | |
| 9.4. | | | |
| 9.5. | | | |

**WYPEŁNIA EGZAMINATOR**

| Zad. 10. | 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 | |