Miejsce na identyfikację szkoły

ARKUSZ PRÓBNEJ MATURY Z OPERONEM I BRITISH COUNCIL JĘZYK ANGIELSKI

POZIOM PODSTAWOWY

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

PESEL ZDAJĄCEGO

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 rozmowę na temat organizacji pewnego wydarzenia. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		True	False
1.1.	The woman wants to rent a piano for a whole month.		
1.2.	The piano won't be used by anybody to play.		
1.3.	The grand piano can be carried through the balcony door.		
1.4.	The man promises to send the woman more details about the piano.		
1.5.	The woman hasn't made a decision about renting the piano yet.		

Zadanie 2. (0–4)

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

This person
A. is going to go for an unusual walk.
B. is standing in front of a famous landmark.
C. is giving tips on spending less on touring a place.
D. is inviting a friend for a short trip around London.
E. recommends a certain place he/she has visited recently.

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 woman
A. suggests watching a video.
B. invites the listeners somewhere.
C. encourages the listeners to learn something online.

Tekst 2.
3.2. This text is
A. a warning.
B. an invitation.
C. an offer.

Tekst 3.
3.3. The conversation takes place
A. in an office.
B. in a lecture hall.
C. in a university library.

Tekst 4.
3.4. Which is true about the gym?
A. It doesn't close at night.
B. It doesn't offer free day passes.
C. It doesn't have any cancellation fees.

Tekst 5.
3.5. On Pancake Day
A. about 117 million pancakes are sold in Britain.
B. most people in Britain eat three or more pancakes.
C. people in Britain usually put lemon juice on their pancakes.

Tekst 6.
3.6. The tenant is calling her landlord because
A. the electrician didn't come.
B. the dishwasher in the flat is broken.
C. the situation with electricity is getting worse.

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 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. CHECK THE SOURCE
B. WATCH OUT FOR FAKE PHOTOS
C. CLICK ON LINKS WHICH LOOK AUTHENTIC
D. LOOK FOR THE STORY IN OTHER PLACES
E. WHERE DO FAKE STORIES COME FROM
F. USE WEBSITES OF BIG NEWS ORGANISATIONS ONLY

FAKE NEWS

4.1.	

Every time you're online, you are bombarded by pictures, articles, links and videos trying to tell their story. Unfortunately, not all of these stories are true. Sometimes the authors only want you to to see a certain advert on a given site, other times they want to upset you. These stories circulate quickly, and the result is…fake news.

4.2.	

Look at the website where the story comes from. Does it look authentic? Are there a variety of other stories or is it just one story? Fake news websites often use addresses that sound like real newspapers, but don't have many true stories about other topics. If you aren't sure, click on the "About" page and look for a clear description of the organisation.

4.3.	

Many fake news stories use images that have been modified or taken from an unrelated site. Sometimes, if you just look closely at an image, you can see if it has been changed. You can also use a tool like Google Reverse Image search. It will show you if the same image has been used in other contexts.

4.4.	

Make sure the story you are reading is on other news sites that you know and trust. If you do find it on many other sites, then it probably isn't fake (although there are some exceptions), as many big news organisations try to check their sources before they publish a story.

adapted from https://learnenglish.britishcouncil.org

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Zadanie 5. (0–3)

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

Tekst 1.

When I moved into my new flat I hated the boring white walls. However, I did not have much money, so I found some cheap DIY ways to brighten up my room. I printed out my favourite photos and made a collage out of them. I also asked my friends to send me funny postcards. This is not only a fun way to stay in touch but it's also a free way to customise a plain wall. I also found lots of amazing materials outside. For example, I went to the beach and collected shells to decorate my windowsill. Finally, I visited my local charity shop. There are many great bargains in charity shops, such as cheap cushions and blankets, so you can make your room homely in no time.

adapted from https://learnenglish.britishcouncil.org

5.1. Which is the best title for this text?
A. SAVING MONEY ON FURNITURE
B. DECORATING MY PLACE ON A BUDGET
C. CHEAP IDEAS FOR RENOVATING A FLAT

Tekst 2.

SOFA FOR SALE

This gorgeous brown sofa is in perfect condition and comes with a 25-year guarantee. Cushion covers are all removable and machine washable, with a quality foam filling. The dark-coloured wooden legs can be easily removed to allow the sofa to fit through a standard doorway. No wear and tear as we've only had it for two years. It comes from a smoke-free, pet-free home. Only selling it due to moving house, as the new place isn't big enough for it.
Any questions, feel free to ask. Asking price: £250. **For collection ONLY**

adapted from https://learnenglish.britishcouncil.org

5.2. Which is true about the sofa?
A. It's a bit worn out.
B. It's quite large.
C. It's antique.

Tekst 3.

Hi Meena,

Here's everything I won't have time to tell you on Saturday morning.

The alarm code is 7957. Don't forget to set it when you go out and remember to turn it off when you get back home as it is LOUD! The rabbits need feeding once a day and under no circumstances should they be allowed out of their cage. And promise me you'll use the washing machine in the daytime only as it's noisy and the neighbours complain otherwise.

That's about it! Help yourself to anything in the fridge or the cupboards. See you on Saturday morning then to hand over the keys.

Love, Susan

adapted from https://learnenglish.britishcouncil.org

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5.3. The author of this e-mail
A. makes some requests.
B. promises to do something.
C. complains about something.

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 lub D.

THE SKIER

Afel was a very small boy when he first saw snow. He saw it in an album which had lots of pictures of children playing in big white fields. He asked his mother, "What are those?", She laughed and said, "That's snow!" She tried to explain to him what snow was, but Afel didn't really understand. Sometimes there was rain where he lived, but not very much. But it didn't matter. Afel was already in love with snow.

Then, when Afel was twelve years old, the next thing happened. One day he was watching the TV at his uncle's house. His uncle had a big TV, with all the satellite channels. Afel was watching one of the satellite channels and a programme came on. It was full of snow. And not only snow – there were people flying across the snow. They wore brightly coloured clothes. And on their feet, they had things that looked like strange shoes.

"What are those?" he asked his uncle excitedly.

"Skis," replied his uncle. "And those people are called skiers." Afel was in love. At that moment, he decided. He wanted to be a skier.

He asked his uncle what the programme was.

"The Winter Olympics," said his uncle. "It's like the normal Olympics, but for sports where you need snow – skiing, ice skating, bobsleigh, those sorts of things. They have it every four years."

Afel found out that the next Winter Olympics was in Vancouver in Canada, in 2010.

"Perfect," he thought. "Enough time for me to become a brilliant skier. Then I'll go to the Winter Olympics, and win the gold medal for skiing."

"But there's no snow here!" people told him. "Where are you going to ski?"

Afel didn't care. He made himself a pair of skis from two pieces of wood. He tied them to his feet and practised skiing holding two sticks in his hands. At first, he couldn't move, but he practised and practised until he could move quite quickly across the sand or the earth where he lived. He tried to fly down the hills like the people on TV, but he couldn't. He could only move slowly.

"Never mind," he thought. "It's a start..."

adapted from The Skier by Chris Rose

6.1. Which is true about the snow which Afel saw when he was small?
A. He knew exactly what snow was when he saw it.
B. His mother encouraged him to see the snow.
C. He saw it while playing with other children.
D. The snow which he saw wasn't real.

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6.2. What happened when Afel was twelve years old?
A. His uncle bought a new TV.
B. His uncle taught him how to ski.
C. He made a certain important decision.
D. He watched the Vancouver Winter Olympics.

6.3. Afel's uncle explained to him
A. which winter sports Afel should try.
B. what the Winter Olympics is.
C. where to get skis.
D. how to ski.

6.4. Afel practised skiing
A. with other enthusiasts of skiing.
B. using professional equipment.
C. with considerable difficulties.
D. on snowy slopes.

6.5. This text is about
A. a man who wanted to be better at skiing.
B. the rules of a certain winter sport.
C. a boy dedicated to his dream.
D. one life-changing moment.

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.

ROBOT TEACHERS

If you were think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers but could there be a place for robots in education? Yet, British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. **7.1.** _____ Then they will adapt the knowledge taught to each student. It's not a popular opinion but one thing is certain. A robot teacher is better than no teacher at all. **7.2.** _____ That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job. Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. But, perhaps the question is not "Will robots replace teachers?" but "How can robots help teachers?" **7.3.**_____ If robots could cut the time teachers spend doing that, teachers would have more time and energy for the parts of the job humans do best.

adapted from https://learnenglish.britishcouncil.org

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A. He believes that robots won't be able to teach students in the same way real human teachers do.
B. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week of marking homework.
C. He thinks robot teachers will be like assistants and intelligent robots will read students' faces and movements.
D. So, instead of going to school every day children can simply stay at their homes and be taught by robots.
E. In some parts of the world, there aren't enough teachers and 9–16% of children under the age of 14 don't go to school.

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 lub C.

A PROBLEM WITH SCHOOL LUNCHES

Do you have lunch at school? School lunches are a hot topic in the UK these days and there are lots of different opinions about what young people eat **8.1.**_____ lunchtime. Some people think that school meals are unhealthy, others claim they're far better than in the past. A typical school dinner costs only about £2 a day and parents often pay in advance online. School dinners must include food groups such as fruit and vegetables, protein and carbohydrates. There are rules about how the food **8.2.**_____, for example there are limits on the quantity of fried food.
There are plans to examine school dinners in the UK and look into some ways to **8.3.**_____ them better. Henry Dimbleby and John Vincent started *Leon*, a chain of restaurants which aim **8.4.**_____ healthy fast food. The British government has asked the two restaurant owners to collect information about school dinners and see how they can be improved. **8.5.**_____ complaints about lunchtime food in British schools will soon be a thing of the past.

adapted from https://learnenglishteens.britishcouncil.org

8.1.
A. for
B. on
C. at

8.2.
A. has prepared
B. is preparing
C. is prepared

8.3.
A. get
B. make
C. think

8.4.
A. at selling
B. for sale
C. to sell

8.5.
A. Often
B. Perhaps
C. Unlikely

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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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 lub C.

9.1. He needs to take a break. He (*siedzi*) _____ at his desk since the early morning.
A. has been sitting
B. was sitting
C. is sitting

9.2. If I can do it, so can you! I (*nie jestem mądrzejszy*) _____ than you.
A. am not as smart
B. am any smarter
C. am no smarter

9.3. I can't imagine (*wstawania tak wcześnie*) _____ in the morning.
A. waking up so early
B. to wake up so early
C. having woken up so early

9.4. I wonder where (*zostawiłem portfel*) _____.
A. did I leave my wallet
B. to leave my wallet
C. I've left my wallet

9.5. Nobody knows who this man is, (*nieprawdaż*) _____?
A. doesn't he
B. don't they
C. do they

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Zadanie 10. (0–10)

Twój kolega z Anglii jest wolontariuszem w pewnej organizacji. Ty również postanowiłeś/postanowiłaś pracować w ten sposób. Rozpocząłeś/rozpoczęłaś swoją pracę jako wolontariusz/wolontariuszka miesiąc temu. Napisz do kolegi e-mail, w którym:
– wytłumaczysz, co skłoniło cię do podjęcia takiej pracy;
– opiszesz miejsce, w którym pracujesz;
– napiszesz, co należy do twoich obowiązków w pracy;
– wspomnisz o jednym problemie, który się pojawił w związku z twoją pracą, i sposobie, w jaki go rozwiązałeś/rozwiązałaś.

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 John,
Guess what happened! I've decided to become a volunteer in a charity organisation.

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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*)

ISBN 978-83-7879-932-0

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