Centralna Komisja Egzaminacyjna

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

Układ graficzny © CKE 2010

WPISUJE ZDAJĄCY

KOD **PESEL**

Miejsce na naklejkę z kodem

dysleksja

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM PODSTAWOWY

MAJ 2012

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 11 stron (zadania 1 – 8). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 20 minut i jest nagrana 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 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.

Czas pracy: 120 minut

Liczba punktów do uzyskania: 50

MJA-P1_1P-122

ROZUMIENIE SŁUCHANEGO TEKSTU

Zadanie 1. *(5 pkt)*

Usłyszysz dwukrotnie wywiad z reżyserką filmów dokumentalnych. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).
Za każde poprawne rozwiązanie otrzymasz 1 punkt.

		T	F
1.1.	Sarah first went to the Arctic to make a film for TV.		
1.2.	Sarah made some wildlife films before filming *Arctic Tale.*		
1.3.	*Arctic Tale* is about changes in animals' living habits.		
1.4.	Low temperatures are the main problem for film makers in the Arctic.		
1.5.	In the interview, Sarah presents her views on global warming.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. *(5 pkt)*

Usłyszysz dwukrotnie pięć wiadomości. Do każdej wiadomości (2.1.–2.5.) dopasuj nagłówek podsumowujący jej treść (A–F). Wpisz rozwiązania do tabeli. Uwaga: jeden nagłówek został podany dodatkowo i nie pasuje do żadnej wiadomości.
Za każde poprawne rozwiązanie otrzymasz 1 punkt.

A. CRIMINAL IN TROUBLE
B. FIRE ALARM ON TRAIN
C. ANTI-CRIME MUSIC
D. MODERN SHIP DAMAGED
E. MUSICAL INSTRUMENT FOUND
F. PEOPLE SAVED FROM BURNING BOAT

2.1.	
2.2.	
2.3.	
2.4.	
2.5.	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. *(5 pkt)*

Usłyszysz dwukrotnie wypowiedź na temat zakupów przez Internet. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.
Za każde poprawne rozwiązanie otrzymasz 1 punkt.

3.1. The speaker decided to buy the book online because

A. he wanted to save money.

B. the book wasn't available in local bookshops.

C. his friend recommended a good online bookshop.

3.2. When the speaker was shopping online, he

A. needed to ask somebody for help.

B. had to use his grandson's computer.

C. couldn't decide which bookshop to choose.

3.3. What went wrong while the speaker was doing the shopping?

A. He chose the wrong book by mistake.

B. His grandson gave him some bad advice.

C. There was a problem with his first idea for a password.

3.4. When the speaker was waiting for the book,

A. he had to change something in his registration form.

B. he called the bookshop to change the order.

C. he found a mistake in his postcode.

3.5. When the postman brought the package, the speaker

A. found a free CD included with the book.

B. was surprised he had to pay extra for delivery.

C. discovered he would get a discount on his next orders.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU

Zadanie 4. *(7 pkt)*

Przeczytaj tekst. Dobierz właściwy nagłówek (A–H) do każdego fragmentu tekstu. Wpisz odpowiednią literę w miejsca 4.1.–4.7. Uwaga: jeden nagłówek został podany dodatkowo i nie pasuje do żadnego fragmentu tekstu. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

A. WHAT READERS WISHED FOR
B. THE HISTORIC SENTENCE
C. A MONEY-MAKING LOCATION
D. WHAT IT IS ABOUT
E. THE TREASURE FOUND AT LAST
F. THE FIRST EDITION
G. WHY SO EXPENSIVE
H. SUCCESSFUL ADAPTATIONS

4.1. ☐

One day in 1929, when J. R. R. Tolkien was marking examination papers at Oxford University, he saw that a student had left an empty page. On it, Tolkien wrote the words, 'In a hole in the ground there lived a hobbit.' Right there, a book, a bestseller, and a legend were born.

4.2. ☐

Readers could finally buy *The Hobbit* in 1937. The book was illustrated with black and white drawings by Tolkien, who also designed the book cover. Thanks to enthusiastic reviews, the first 1,500 copies sold out very quickly.

4.3. ☐

Bilbo Baggins, the main character of the book, lives a peaceful life in his comfortable hole at Bag End. Bilbo is a hobbit – one of a race of small people. One day the old wizard Gandalf arrives and persuades Bilbo to go on an adventure with a group of thirteen dwarves. So begins their long and difficult search for the treasure hidden by the evil dragon Smaug.

4.4. ☐

In December 1937, *The Hobbit*'s publisher asked Tolkien to continue the story. In reply, Tolkien offered the first version of another story, but the editors did not accept it. The public wanted 'more about hobbits'. Tolkien began work on *The New Hobbit*, which later became *The Lord of the Rings*.

4.5. ☐

The Hobbit has been on the market since 1937. After the book came a version for the theatre, then the radio, and different games. Some of these new products have received excellent reviews, including a video game that won the Golden Joystick Award.

4.6. ☐

The Hobbit is now being made into a film. The film's final cost could be about twice as much as the whole of *The Lord of the Rings* trilogy. The film's budget has increased because of years of delays which were caused by legal problems. The good news is that the first part of *The Hobbit* will be in cinemas in December 2012.

4.7. ☐

The two-part movie based on *The Hobbit* has been filmed in New Zealand. Making the films in this country provided work for thousands of New Zealanders. Probably, like *The Lord of the Rings* trilogy, *The Hobbit* will promote the country and bring profits for the tourist industry. Hundreds of local people protested against the possibility of moving *The Hobbit* elsewhere.

adapted from www.en.wikipedia.org

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. *(6 pkt)*

Przeczytaj tekst. Zaznacz znakiem X, które zdania są zgodne z treścią tekstu (T – True), a które nie (F – False). Za każde poprawne rozwiązanie otrzymasz 1 punkt.

THE HOUSE ON MANGO STREET

We did not always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keller. Before Keller it was Paulina, and before that I can't remember. But what I remember most was moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six – Mama, Papa, Carlos, Kiki, my sister Nenny, and me.

The house on Mango Street is ours and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

Our parents always told us that one day we would move into a house, a real house that would be ours for always so we wouldn't have to move each year. Our house would be white with trees around it and a big yard and grass growing without a fence. It would be within town limits but it would look like a big country house.

And our house would have running water and pipes that worked. And we'd have a basement and at least three bathrooms so when we took a bath we wouldn't have to tell everybody. This was the house Papa talked about when he held a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed.

But Papa's tickets were never the lucky ones and the house on Mango Street is not the way they told it at all. It's small and red with tight little steps in front and windows so small you'd think they were holding their breath. And the house has only one bathroom, very small.

Once, when we were living on Loomis, a teacher from my school passed by and saw me playing outside.

'Where do you live?' she asked.

'There,' I said, pointing up to the third floor.

'You live *there*?'

There. I had to look to where she pointed – the third floor, with the paint peeling, and the wooden bars Papa had nailed on the windows so we wouldn't fall out. You live *there*? The way she said it made me feel like nothing. *There*. I lived *there*. I nodded.

I knew then I had to have a house. A real house. One I could point to. But this isn't it. The house on Mango Street isn't it. 'For the time being,' Mama said. 'Temporary,' said Papa. But I've stopped really counting on it. I know how those things go.

adapted from The House on Mango Street by Sandra Cisneros

		T	**F**
5.1.	The family had grown by the time they moved to Mango Street.		
5.2.	The house on Mango Street belongs to the narrator's family.		
5.3.	The family dreamt of living in the country.		
5.4.	The family moved to Mango Street because the father had won a lottery.		
5.5.	The narrator felt ashamed at the end of the conversation with the teacher.		
5.6.	The narrator believes her parents' promises of a better place to live after Mango Street.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. *(7 pkt)*

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C albo D. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

SIMON'S STORY

Malaria has been in the media a lot recently. After leaving hospital a few days ago Cheryl Cole gave an interview about catching the disease on her holiday trip to Africa and the weeks she spent in intensive care. And she is not the only star who has suffered from this disease. The same thing happened to Simon Reeve, the face of popular BBC programmes and a travel writer. The difference is that Cheryl Cole took antimalarial tablets, just like medical textbooks say you should, and Simon was simply careless.

When we visit Simon to listen to his story about malaria, he is still embarrassed to admit that catching the disease was totally his own fault. Simon has gone around the world three times visiting far-off exotic locations so he was well aware of the health risks when he travelled to Gabon, West Africa, a malaria hotspot, in 2006. Although he knew how dangerous the disease is, he still risked his life.

'It happened while I was filming *Equator*,' recalls Simon. 'I was told I should start taking antimalarial tablets the day before I got to Africa and then every day while I was there. I bought them well in advance, but foolishly, in all the excitement, I didn't pack them. Of course it was stupid of me, but I thought everything would be all right so I didn't worry about it. I think I was bitten by a mosquito on the first day but I realized something was wrong several days later. We had finished our journey through Gabon and were going to the Democratic Republic of Congo the following day. Sophie, the director, Sam, the cameraman, and I went to have a pizza in a restaurant near our hotel with a couple of doctors from Germany who were working at the Albert Schweitzer Hospital, one of the main malaria hospitals in Africa. Suddenly, during the meal I started to get muscle ache and felt sleepy so I went back to my room and went straight to bed. I woke up at 3 a.m. feeling very sick. But malaria didn't come to my mind. We'd come from an area where lots of gorillas had the deadly Ebola virus and that was my biggest fear. The hospital was far away so I wanted to contact one of the German doctors but I didn't have their phone numbers. I decided to wait until morning but I was really terrified.'

In the morning Simon managed to get up and perhaps rather optimistically tried to continue filming. 'Sophie and Sam took one look at me and told me to sit down,' he says. 'They checked my temperature which was 39.8°C – a high fever. They gave me some water and some medicine and called for a local doctor who examined me and said he suspected I had malaria. Sophie contacted one of the specialists we had met the day before and after giving me a blood test he said the diagnosis was correct.

I felt really embarrassed but the experience has taught me a lot. Now, I am a wiser traveller. I travel with a medical kit and I always check where I can get medical help. When everything is fine I go to the doctor only once every two or three years. But if I start to suffer from symptoms similar to flu, I go to my doctor straightaway to make sure the malaria hasn't come back. It's a huge change. Before I had malaria I didn't even have my own doctor, I just took an aspirin when I had a cold.'

Simon really wants to reduce the number of malaria infections each year, that's why he agreed to have his story published. 'With modern medicine there is no reason so many British travellers should catch this horrible disease,' he says.

adapted from www.dailymail.co.uk

6.1. Both Cheryl Cole and Simon Reeve

A. fell ill because they were careless.
B. worked on the same TV programme.
C. caught malaria while doing their job.
D. decided to talk about their illness in public.

6.2. Simon blames himself for catching malaria because he

A. didn't buy the tablets he needed.
B. took the tablets too late.
C. forgot to take the tablets.
D. packed the wrong tablets.

6.3. Simon thinks he got infected

A. after his visit to the Albert Schweitzer Hospital.
B. in the Democratic Republic of Congo.
C. while having a pizza in a restaurant.
D. during his stay in Gabon.

6.4. When Simon felt ill in his hotel room, he

A. thought he had caught a different disease.
B. asked German doctors for advice.
C. went to hospital right away.
D. was sure he had malaria.

6.5. Who <u>first</u> took care of Simon in the morning?

A. a local doctor
B. his work colleagues
C. an unknown specialist
D. doctors from Germany

6.6. Because of the fact that he once had malaria, Simon

A. consults a malaria specialist every year.
B. takes malaria medicines regularly.
C. cares about his health more.
D. gets the flu more often.

6.7. In the article, the author

A. makes people more aware of a dangerous disease.
B. encourages readers to go to exotic countries.
C. tells the story of Simon's successful career.
D. advertises a new BBC travel programme.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

WYPOWIEDŹ PISEMNA

Zadanie 7. *(5 pkt)*

Jesteś na kursie językowym za granicą. Napisz wiadomość do kolegi/koleżanki.

- **Poinformuj o odwołaniu meczu, w którym mieliście wziąć udział po południu.**
- **Napisz, dlaczego mecz się nie odbędzie.**
- **Poproś o przekazanie wiadomości o odwołaniu meczu pozostałym kolegom/koleżankom.**
- **Zaproponuj sposób wspólnego spędzenia popołudnia.**

*Podpisz się jako **XYZ**. W zadaniu nie jest określony limit słów. Oceniana jest umiejętność przekazania wszystkich informacji (4 punkty) oraz poprawność językowa (1 punkt).*

CZYSTOPIS

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Liczba wyrazów w KFU	
Liczba błędów	
Procent błędów	

	TREŚĆ				POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4		
Liczba punktów	0-1	0-1	0-1	0-1	0-1	

Zadanie 8. *(10 pkt)*

Po egzaminie maturalnym razem z kolegami organizujesz spotkanie uczniów swojej klasy z nauczycielami. Napisz list do Anglika, który uczył was kiedyś języka angielskiego. W swoim liście:

- **poinformuj o zamiarze zorganizowania spotkania z nauczycielami i wspomnij, gdzie to spotkanie się odbędzie**
- **zaproś na nie byłego nauczyciela i napisz, dlaczego zależy wam na jego obecności**
- **przedstaw pomysł przygotowania albumu klasowego i zaproponuj nauczycielowi przysłanie zdjęć do tego albumu**
- **poproś o potwierdzenie przybycia i zaoferuj pomoc w organizacji jego przyjazdu.**

*Pamiętaj o zachowaniu odpowiedniej formy listu. Nie umieszczaj żadnych adresów. Podpisz się jako **XYZ**. Długość listu powinna wynosić od 120 do 150 słów. Oceniana jest umiejętność przekazania wszystkich informacji (4 punkty), forma (2 punkty), poprawność językowa (2 punkty) oraz bogactwo językowe (2 punkty).*

<u>Uwaga</u>: jeśli praca będzie zawierać więcej niż 200 słów, otrzymasz za jej formę 0 punktów.

CZYSTOPIS

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Liczba wyrazów w DFU	
Liczba błędów	
Procent błędów	

	TREŚĆ				FORMA	BOGACTWO JĘZYKOWE	POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4				
Liczba punktów	0-0,5-1	0-0,5-1	0-0,5-1	0-0,5-1	0-1-2	0-1-2	0-1-2	

BRUDNOPIS *(nie podlega ocenie)*