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 2013

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-132

ROZUMIENIE SŁUCHANEGO TEKSTU

Zadanie 1. *(5 pkt)*

Usłyszysz dwukrotnie fragment audycji radiowej na temat ciekawego maratonu. 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.	Runners in this marathon cover over 40 kilometres every day.		
1.2.	To stay in the race, the runner has to be faster than the riders on camels.		
1.3.	Each morning runners get water for the whole day.		
1.4.	Runners are allowed to carry as much baggage as they want.		
1.5.	The speaker instructs listeners on how to prepare for a marathon.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. *(5 pkt)*

Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat ślubu księcia Williama z Catherine Middleton. Do każdej osoby (2.1.–2.5.) dopasuj zdanie podsumowujące jej wypowiedź (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.
Za każde poprawne rozwiązanie otrzymasz 1 punkt.

A. I felt proud and patriotic.

B. I did not notice much interest in the event.

C. I enjoyed taking photos of the crowds.

D. I admired the bride's appearance.

E. I was touched by the emotions of the crowd.

F. I felt a bit sad watching the ceremony.

2.1.	
2.2.	
2.3.	
2.4.	
2.5.	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. *(5 pkt)*

Usłyszysz dwukrotnie wywiad z opiekunką zwierząt w zoo. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

3.1. Yvonne decided to work as a zookeeper because she

A. couldn't earn her living in another way.

B. had dreamt of working with animals.

C. had lost her job as a chemist.

3.2. According to Yvonne, modern zoos

A. limit direct human contact with animals.

B. treat animals like pets.

C. need more specialists in animal diet.

3.3. Which is true about the job of a zookeeper?

A. A zookeeper has to work all summer.

B. A zookeeper can earn quite a lot.

C. A zookeeper should be fit.

3.4. Yvonne says that young zookeepers

A. are often afraid of older keepers.

B. are better educated than older keepers.

C. refuse to cooperate with older keepers.

3.5. In the interview, Yvonne

A. encourages young people to become zookeepers.

B. describes the zoo animals she likes most.

C. presents different aspects of her job.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU

Zadanie 4. *(7 pkt)*

Przeczytaj tekst. Dobierz właściwe podsumowanie (A–H) do każdego fragmentu tekstu. Wpisz odpowiednią literę w miejsca 4.1.–4.7. Uwaga: jedno podsumowanie zostało podane dodatkowo i nie pasuje do żadnego fragmentu tekstu.
Za każde poprawne rozwiązanie otrzymasz 1 punkt.

A. Plan when to meet each candidate.
B. Talk to the candidate's colleagues.
C. Divide the selection process into parts.
D. Think of the right place.
E. Note down every phone call.
F. Prepare a few questions to ask over the phone.
G. Don't hurry with the final decision.
H. Talk it over with other flatmates.

HOW TO SELECT A FLATMATE

With your phone ringing and messages filling up your e-mail box, are you still trying to decide how to select your new flatmate? Here's some advice which may be useful.

4.1. ___
Choosing your ideal flatmate is a difficult task so it is a good idea to break it down into a few steps. Then you don't have to worry about everything at the same time and it allows you to concentrate on each bit individually.

4.2. ___
To start with, you need to limit the number of candidates to about ten names. To do so, you will have to decide on 4 or 5 things you would like to ask people about when you call them. This way you can find out more about each person and decide if you want to meet them or not.

4.3. ___
Write a list of people who you would like to see and invite them for an interview. When arranging interviews, it's smart to meet with potential flatmates a few hours apart, so that you don't have to stop talking to someone because the next candidate is waiting.

4.4. ___
Flatmate interviews are usually informal and can be held at different locations. It is advisable to meet outside your flat. For example, you could hold interviews in a local café or a shopping centre. Another option is taking a walk in the park.

4.5. ___
If you already share a flat with other people, you will need to find out how they feel about the person and select a new flatmate together. You can do this by comparing each candidate to the profile of the perfect flatmate you've all agreed on.

4.6. ___
Even when you have chosen the best candidate, don't give the answer right away. Tell the person you will ring them the following day. If you still feel confident about your choice in the morning, it's a sign the choice was right.

4.7. ___
If possible, ask people who study or work with your potential flatmate for an opinion. They can tell you in what situations it might be difficult to get on with this person and what he or she is like. In this way you can discover any hidden surprises.

adapted from www.flatwithme.com.au

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 ITALIAN EXPERIENCE

It was Sue's nineteenth birthday and she was in Italy on a gap year, working as an au pair. She'd been in Florence for six months and now she felt at home in the city. She had arrived totally frustrated by not knowing a single word of Italian, not even the words for "yes" and "no". Now Sue could communicate quite well. Instead of immediately guessing, "You're English, aren't you?" people said, "You're not from around here, are you?" She was very proud of that difference.

It was her first birthday away from home. Back in England, her birthdays were almost a routine. Her family woke her with a strong tea and presents and in the afternoon she met up with some friends in town. But after a few months here, the few letters she'd had from her friends about parties and who was going out with whom had made them seem less, rather than more, real. This day, her nineteenth birthday, started with a cup of delicious Italian coffee. She read the birthday card one of her friends had sent her by email, but there was nothing special about it. And suddenly Niccolo, the three-year-old she looked after, ran into her room and presented her with a colourful picture of some long-tailed creatures. He had drawn it himself. "How sweet of him," she thought. She hadn't expected a present like that.

When Sue started to look after Niccolo, he was a very naughty child. He screamed and cried if he didn't get what he wanted. There were lots of things he didn't eat and items of clothing he refused to wear. He was also terrified of water, so he didn't want to take a bath. Sue looked at him and realized that the boy was just like she used to be when she was three years old. Back then water was something scary for her too. And she also hated clothes that fitted too tightly and had to be pulled over her head. At that moment she understood how the boy felt, and immediately wanted to help him but didn't quite know how.

And then one week later, when Niccolo's parents went away on business, she had an idea. When he ran after her into the bathroom where she was filling the bath with water, she didn't ask him to get in it. Instead she played with the water, ignoring him. Keeping his eyes on her, he played too. In the end he asked her if he could get in. She didn't answer at once, pretending she was thinking about it, then agreed. Sue did the same with food. She didn't force him to eat, but she ate one sandwich after another in front of him. He looked at her hungrily while she told him stories about children who weren't afraid of anything. As he listened to the stories, he picked up his sandwich and began to eat. Sue pretended not to notice. He finished his plate. When Niccolo's parents returned, they were surprised to find him completely different from what he used to be like.

adapted from The Growler by Julie Myerson

		T	**F**
5.1.	After six months in Florence, Sue was satisfied with her progress in Italian.		
5.2.	When living in Italy, Sue remained very close to her friends back home.		
5.3.	Sue's friend sent her an unusual drawing for her 19th birthday.		
5.4.	Niccolo reminded Sue of herself when she was the same age.		
5.5.	Sue tricked Niccolo into doing everyday things he didn't like.		
5.6.	The story is about how a girl celebrated her birthday with relatives in Italy.		

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.

AN AMAZING COLLECTION

In everyday life, the paths of footballer Pele and artist Pablo Picasso never crossed. The pair were united, however, in a unique collection of autographs which has recently been sold at auction for £75,000. The collection includes 40,000 signatures which were gathered for over 50 years by Tommy Scullion.

Tommy was one of ten children in a family who lived in Northern Ireland. He began his hobby when he was at school. Tommy never married and worked all his life as a van driver for the local grocer's. He knew everyone and enjoyed speaking to people. In his spare time he wrote to celebrities – on average about 25 letters a week.

Tommy Scullion was an enthusiastic reader of the news and made lists of famous people he wanted to contact. But he needed their addresses, which wasn't easy. Remember, there was no Internet when he started collecting the autographs, so if he didn't know where somebody was, he wrote to an embassy. He was very determined and if somebody did not reply, he wrote to them over and over again. Some replied years after he had written to them, others didn't reply at all. Sometimes people are not willing to give their signatures for free, but Tommy never had to pay for the autographs. And from time to time he even received something extra with the autograph, for example a Christmas card from Grace Kelly or a drawing from Pablo Picasso.

Tommy got the signatures by writing personal letters to the celebrities. He even taught himself calligraphy to surprise those he wrote to, hoping that beautiful calligraphy would encourage them to reply. And it worked! A large number of the celebrities wrote back congratulating him on his beautifully written letters. In this way, he built up one of the world's finest collections of autographs.

His collection is like a history of the 20th century. It includes Pope John Paul II's autograph as well as US Senator Robert Kennedy's. Among the most valuable signatures is that of the famous Scottish biologist, Alexander Fleming, who discovered penicillin. Sometimes Tommy had to act like a detective to get an autograph. It was very difficult to trace Martin Luther King, but Tommy somehow managed to include his signature in the collection. In a few cases he wasn't so successful. In spite of his efforts and several letters sent to Buckingham Palace, he never got a reply from Queen Elizabeth II who, as a rule, doesn't give autographs. Tommy died in 1996 but signatures, including that of a South African president, continued coming to Northern Ireland after his death.

Despite the big names in his collection, Tommy did not put the signatures in any albums and he did not hang them on walls in picture frames. He wrote to these people, got their autographs back in the post, opened the envelopes and took them out. They ended up in boxes, before being put in a wardrobe. He sometimes tried to catalogue them but never finished the job.

In his will Tommy wrote that he wanted people to see his collection. There wasn't any museum in the village, so Tommy's brother decided to put some of the autographs up for auction and raise the money necessary to buy a building in which the collection could be displayed. Thanks to the auction Tommy's family are going to buy a building next to the doctor's surgery and transform it into a museum. £75,000 will help to fulfill Tommy's dream.

adapted from bbc.co.uk; www.telegraph.co.uk; www.thesun.co.uk; www.independent.co.uk

6.1. What do we learn about Tommy at the beginning of the article?

A. He came from a small family.
B. He died at the age of fifty.
C. He owned a grocery shop.
D. He was single all his life.

6.2. The people Tommy asked for autographs

A. always answered his letters.
B. sometimes gave him unexpected gifts.
C. often received money for their signatures.
D. usually contacted him through the Internet.

6.3. Many celebrities answered Tommy's letters because they

A. were impressed by his handwriting.
B. admired his exceptional personality.
C. preferred typed letters to handwritten ones.
D. wanted to help him build up a fine collection.

6.4. Tommy's collection <u>does not</u> contain the autograph of

A. a South African president.
B. an American politician.
C. a British monarch.
D. a Scottish scientist.

6.5. Tommy kept the autographs in

A. boxes.
B. albums.
C. envelopes.
D. picture frames.

6.6. Tommy's last wish was to

A. present the collection to the village museum.
B. sell the whole collection at auction.
C. add new signatures to the collection.
D. show the collection to the public.

6.7. The text is about

A. the history of autograph collecting.
B. a celebrity's favourite pastimes.
C. somebody's lifetime hobby.
D. a famous artist's collection.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

WYPOWIEDŹ PISEMNA

Zadanie 7. *(5 pkt)*

Studiujesz za granicą. Jesteś odpowiedzialny(-a) za organizację spotkania ze znanym naukowcem. Napisz ogłoszenie, w którym:

- **przedstawisz tematykę spotkania**
- **poinformujesz, gdzie to spotkanie się odbędzie**
- **wspomnisz, co dostanie każdy uczestnik spotkania**
- **poprosisz o przygotowanie pytań do zaproszonego gościa.**

*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

MEETING WITH A FAMOUS SCIENTIST

15th MAY

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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)*

Założyłeś(-aś) wraz z kolegami klub młodzieżowy w Twojej miejscowości. W liście do kolegi z Wielkiej Brytanii:

- **poinformuj o tym fakcie i wyjaśnij, dlaczego postanowiliście założyć ten klub**
- **opisz, w jaki sposób reklamowaliście swój klub i co było główną atrakcją w dniu jego otwarcia**
- **napisz, na czym polega działalność waszego klubu, i opisz reakcję mieszkańców na podejmowane przez was działania**
- **zachęć kolegę do udziału w konkursie na nazwę klubu i wspomnij, gdzie znajdzie informacje o tym konkursie.**

*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)*