CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

Układ graficzny © CKE 2013

UZUPEŁNIA ZDAJĄCY

KOD | **PESEL**

miejsce na naklejkę

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM PODSTAWOWY

UZUPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

- ☐ dostosowania kryteriów oceniania
- ☐ nieprzenoszenia zaznaczeń na kartę

8 MAJA 2017

Godzina rozpoczęcia: 9:00

Czas pracy: 120 minut

Liczba punktów do uzyskania: 50

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 13 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.

ROZUMIENIE SŁUCHANEGO TEKSTU

Zadanie 1. *(5 pkt)*

Usłyszysz dwukrotnie rozmowę z Charlotte, która postanowiła zamieszkać w nietypowym domu. 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.	Charlotte will complete her studies at the London College of Music this year.		
1.2.	Buying a houseboat was cheaper than renting a flat for three years.		
1.3.	Charlotte changed the size of her bedroom on the houseboat.		
1.4.	Charlotte's friends helped her choose the furniture for the houseboat.		
1.5.	Charlotte is looking for someone to share the houseboat with.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. *(5 pkt)*

Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat udziału w festiwalach muzycznych. Do każdej wypowiedzi (2.1.–2.5.) dopasuj zdanie podsumowujące jej treść (A–F). Wpisz rozwiązania do tabeli. <u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.
Za każde poprawne rozwiązanie otrzymasz 1 punkt.

This speaker is talking about

A. a health problem which prevented him/her from attending a festival.
B. a surprise prepared for someone on a special occasion.
C. the consequences of an unexpected weather change.
D. a festival cancelled because of weather conditions.
E. a delay before entering the festival grounds.
F. a life-changing meeting during a festival.

2.1.	**2.2.**	**2.3.**	**2.4.**	**2.5.**

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. *(5 pkt)*

Usłyszysz dwukrotnie wypowiedź o miejskiej atrakcji. 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 Breakfast Market will be organised

A. each weekend.
B. only in summer.
C. every second month.

3.2. Which is TRUE about the food at the Breakfast Market?

A. You'll be able to buy it from food trucks.
B. You'll get something to eat as a welcome gift.
C. Only dishes from other countries will be sold there.

3.3. The speaker advises listeners to bring

A. cups and plates.
B. picnic chairs.
C. blankets.

3.4. What can children do during the Breakfast Market?

A. fly kites
B. paint pictures
C. do some sports

3.5. The speaker wants to

A. instruct listeners on how to prepare meals.
B. encourage listeners to go on a diet.
C. invite listeners to an event.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU

Zadanie 4. *(7 pkt)*

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

A. The most suitable times of the year for climbing
B. Alternative ways of reaching the top
C. The origin of the mountain's name
D. Necessary physical preparations
E. The first successful climbers
F. The equipment to train with
G. Tragic facts and figures
H. Climbers' motivations

MOUNT EVEREST

4.1.	

When asked why he wanted to climb Mount Everest, also known as Chomolungma, the British climber George Mallory said: "Because it is there." People climb mountains for different reasons. Some enjoy the breathtaking views, others want to feel a unique kind of freedom and personal satisfaction or test their strength.

4.2.	

The mountain used to be called Peak XV by the British. In 1841, however, Sir George Everest, a British geographer, recorded the mountain's location and height. He was the first person to do this, so in 1865 the mountain was renamed in honour of George Everest.

4.3.	

Many people tried to climb Everest, but none of them managed to do it until 29th May 1953, when a New Zealander Edmund Hillary and Tenzing Norgay, a native Sherpa from Nepal, reached the peak. News of the expedition came to Britain on the coronation day of Queen Elizabeth II, and the press called the achievement a coronation gift.

4.4.	

Mount Everest attracts many highly experienced mountaineers. They usually take one of the two main climbing routes. One approaches the summit from the southeast in Nepal and is known as the standard route. The other starts in the north, in Tibet. The majority of mountaineers use bottled oxygen in order to climb to the peak, yet some climbers have succeeded without using it.

4.5.	

How does your body get used to functioning so high in the mountains? Mountaineers climbing Mount Everest establish a camp at the base of the mountain and four higher camps before beginning their climb. Then for up to 30 days, they move up and down again, allowing their bodies to get used to the reduced amount of oxygen in the air.

4.6.	

It is not possible to climb the mountain all year round. There are only a few months in the year when weather conditions let climbers finish their climbs successfully. These are April, May, October, December and January. As a result, people have to plan really carefully when to climb in order to avoid danger caused by bad weather!

4.7.	

Despite all the careful preparations, from time to time accidents happen. In May 1996 a snowstorm killed eight climbers in one day although they had some advanced equipment. In April 2015 an avalanche killed 18 people at the base camp after an earthquake that struck Nepal shook the mountain. At least one person dies on Mount Everest every year, yet people continue to risk their lives.

adapted from https://myincrediblenepal.wordpress.com

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.

SELFIES – ARE THEY DANGEROUS?

Over the last few years the world has gone crazy about selfies taken with smartphones or webcams and uploaded to social media websites. The word *selfie* appeared for the first time in 2002, although several years passed before it was commonly used. In 2013, the Oxford English Dictionary chose it as the "Word of the Year". Nowadays it is an everyday expression.

There is a dark side to the selfie phenomenon. Danny Bowman, a 19-year-old boy from Newcastle, is the first British teenager who was sent to hospital for therapy after becoming addicted to taking selfies on his iPhone. Danny says: "I was obsessed. I spent ten hours every day taking photos – usually about 200 a day. All I wanted was to take a perfect photo of me. And when I realized I couldn't do it, I got depressed. As a result, I lost my friends, my health and got behind at school."

Danny started posting selfies on Facebook when he was 15. "Some people who gave their opinions about them wrote some nasty things. One guy told me my nose was too big for my face and another laughed at my clothes," he recalls. He started taking more and more photos to get positive feedback. When he didn't get it, Danny stopped going to school. Then, after a few weeks, he refused to leave his house and stayed at home for six months. He spent all that time experimenting with how to make himself look better in the photos. Finally, when his parents tried to stop him and took his mobile phone away, Danny became aggressive. That was when he and his parents understood he needed some kind of professional help.

Danny was taken to London's Maudsley Hospital where the first stage of therapy was to teach him how to live without his mobile phone at hand. "At first they took my phone from me for 10 minutes, then half an hour, then an hour," he says. The next step, much more difficult, was to resist the constant need to take photographs and agree to continue with this therapy to find the cause of the problem.

Now after seven long months of therapy Danny's life is getting back to normal. He doesn't take any selfies. He says that now he lives his own life – not a life through the eyes of others.

adapted from www.mirror.co.uk

		T	**F**
5.1.	The word *selfie* became popular in 2002.		
5.2.	Danny took selfies every day.		
5.3.	Danny wasn't satisfied with some of the comments on Facebook.		
5.4.	Danny stopped going to school when his parents took his mobile away.		
5.5.	Danny started to take selfies again seven months after hospital treatment.		
5.6.	The text is about a boy who managed to recover from an addiction.		

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.

PAUL COPEMAN'S DILEMMA

Paul Copeman sat down at one of the tables facing the river and looked at his watch: two o'clock, the time he had agreed to meet a man he didn't know. Copeman was in his late fifties. He had white hair and a red face. From Café Marcos he could see happy families walking along the river bank. It was a typical spring day in Brisbane, Australia. Suddenly he heard a voice behind him.

"I'm Petersen." A tall, thin man of about thirty-five, wearing dark glasses, was standing by the table. He put a mobile phone and a notebook on the table.

"It's a lovely afternoon," said Copeman. "A good day for flying."

"I haven't got much time, Mr Copeman. Let's get on with business," Petersen replied.

Copeman looked at him closely. "You told me on the phone you had a job for me. Who are you?"

"I work for the government. We know you're a good pilot. We need you to fly to the Warrangi Mine in the south. It's quite simple, but the job is top secret."

"Why?" Copeman asked.

"The mine is in the news at the moment. There are hundreds of local people down there and they don't want to leave and let the workers in. They're demonstrating to get their land back. No one knows when it's going to stop." The man picked up his notebook and wrote some numbers down.

"I'm busy. I've got a job flying to Melbourne," Copeman said.

"We know about that," Petersen interrupted. "You're flying an old plane from Brisbane to the Melbourne Air Museum." Copeman was surprised. How did he know? Petersen continued: "The timing is perfect for the job. You can land at the mine, pick up some equipment and chemicals from there and continue your flight to Melbourne. As it's not far from Melbourne, it'll only take a few extra hours. And you'll be well paid for your trouble. But remember, no one at the airport here must know you're going to land at Warrangi."

"But it's against the law…" Copeman interrupted.

Petersen pushed the notebook across the table. Copeman looked in amazement at the numbers.

"That's a lot of money, I think you'll agree," said Petersen. "It would be a big help towards the cost of your new flying school."

Copeman was surprised again. "How do you know so much about me?" he asked.

"That's our business. We know that you want to retire from long-distance flying and start a flying school."

Copeman thought to himself. With that amount of money, he could start the school soon.

"There's something else," Petersen wrote something again in his notebook. "You'll need a good co-pilot with you. That's a friend of yours, isn't it?"

Don Radcliffe, Copeman read the name. Another surprise. "I'm afraid he can't do it. He's not in Australia at the moment," Copeman replied.

"We know he's coming back next week. It's your job to persuade him to fly with you. So what's your answer? Yes or no? We need to know right now."

Copeman looked towards the river. It was a lot of money, and he thought he could persuade his friend. Don had gone off to the Pacific Islands after a painful divorce two years ago.

If they set up the flying school together, his friend could stay in Australia and perhaps see his children more often. But Copeman didn't trust Petersen. His intentions weren't clear.

adapted from Sugar Glider by Rod Neilsen

6.1. Who was Paul Copeman waiting for in Café Marcos?

A. a partner
B. a relative
C. a stranger
D. a colleague

6.2. The Warrangi Mine was in the news because

A. its workers went on strike.
B. it was occupied by local people.
C. some chemicals were found there.
D. a pilot landed there against the law.

6.3. Petersen wanted Copeman to

A. stay at Warrangi for a few days.
B. transport something to Warrangi.
C. collect something from Melbourne.
D. do something on his way to Melbourne.

6.4. Copeman was surprised because Petersen

A. knew a lot of details about his life.
B. told him about the problems in the mine.
C. offered him very little money for the job.
D. gave him plenty of time to make a decision.

6.5. Copeman's plan for the future was to

A. start his own business.
B. work for the government.
C. retire to the Pacific Islands.
D. continue long-distance flying.

6.6. Which is TRUE about Don Radcliffe?

A. He had come back to Australia.
B. He agreed to do the job with Copeman.
C. He had been divorced for some time.
D. He was going to leave for the Pacific Islands.

6.7. The text is about

A. a routine flight.
B. an unusual job offer.
C. a life-threatening meeting.
D. a negotiation of a payment.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

WYPOWIEDŹ PISEMNA

Zadanie 7. *(5 pkt)*

Przez dwa lata mieszkałeś(-aś) w Anglii. Przed powrotem do Polski chcesz zorganizować wyprzedaż swoich rzeczy. Napisz ogłoszenie, w którym:

- **napiszesz, co chciałbyś/chciałabyś sprzedać**
- **wyjaśnisz, dlaczego chcesz sprzedać te rzeczy**
- **poinformujesz, jaką niespodziankę przygotowałeś(-aś) dla kupujących**
- **poprosisz o przekazanie informacji o wyprzedaży innym osobom.**

*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)*

W Twojej szkole realizowany jest projekt, którego celem jest zachęcenie ludzi do opieki nad bezdomnymi zwierzętami. Napisz list do koleżanki z Anglii.

- **Poinformuj o swoim udziale w tym projekcie i wyjaśnij, dlaczego się na niego zdecydowałeś(-aś).**
- **Napisz, co należy do Twoich obowiązków i co sądzą o tym Twoi rodzice.**
- **Przedstaw trudności, które pojawiły się podczas realizacji projektu, i wyjaśnij, jak sobie z nimi poradziłeś(-aś).**
- **Wspomnij o ciekawej osobie, którą spotkałeś(-aś) realizując ten projekt, i opisz okoliczności tego spotkania.**

*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), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).*

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

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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)*