CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

MJA 2015

UZUPEŁNIA ZDAJĄCY

KOD

PESEL

miejsce na naklejkę

☐ dysleksja

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM PODSTAWOWY

DATA: **3 czerwca 2015 r.**
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 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty 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.

MJA-P1_1P-153

MJA 2015

Układ graficzny
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Zadanie 1. (0–5)

Usłyszysz dwukrotnie rozmowę Marka i Lynn na temat wynajęcia mieszkania. Odpowiedz na pytania 1.1.–1.5. zgodnie z treścią nagrania. Zaznacz znakiem X odpowiednią rubrykę w tabeli (M−Mark lub L−Lynn).

Which of the speakers		**M (Mark)**	**L (Lynn)**
1.1.	wants to move out of his/her flat?		
1.2.	prefers to live close to the university?		
1.3.	used to have a problem with a flatmate?		
1.4.	will have to find a job to pay the rent?		
1.5.	suggests going to the cinema in the afternoon?		

Zadanie 2. (0–4)

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

This speaker

A. gives money-saving options for tourists.

B. presents his/her everyday duties.

C. introduces a museum to the visitors.

D. intends to work as a museum guide.

E. is on a sightseeing trip.

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 albo C.

Tekst 1.

3.1. What does the man want to sell?

A. cotton curtains

B. a thick carpet

C. a woollen blanket

Tekst 2.

3.2. The man is giving a speech at

A. a birthday party.

B. a wedding reception.

C. a graduation ceremony.

Tekst 3.

3.3. Which sentence is TRUE about the Wellspring Challenge?

A. People who are ill cycle part of the way.

B. The route of the bicycle ride ends in Canada.

C. Teams use more than one means of transport.

Tekst 4.

3.4. The speaker gives advice to

A. models.

B. singers.

C. dancers.

Tekst 5.

3.5. <u>Both</u> speakers didn't like

A. the storyline.

B. the soundtrack.

C. the acting.

Tekst 6.

3.6. There was a problem with the cake because the speaker

A. had forgotten one ingredient.

B. had kept it in the oven too long.

C. had put it in the fridge.

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

A. SHOW THEM YOUR ABILITIES

B. LET THEM DO ANYTHING THEY WANT

C. CONCENTRATE ON THEIR INDIVIDUAL SKILLS FIRST

D. PROMOTE THE IDEA OF FAIR PLAY

E. KEEP THE TEAMS SMALL

F. PREPARE EXTRA ACTIVITIES FOR THE KIDS TO DO

HOW TO COACH LITTLE KIDS

Here are some tips useful for a coach working with young soccer players.

4.1.	

Soccer drills should be fun. Remember, kids finish some exercises quickly and immediately want to do something else. That is why you must have some additional exercises ready in case the drill you have chosen is not working well or takes too little time. For example, you can organise a race with a ball.

4.2.	

Don't train kids as a team from the very beginning; that comes later. Your job is to make sure that each of the kids learns how to use the ball well before they start playing matches. The idea is to develop their unique talents. Then you can start to form teams.

4.3.	

Demonstrate to the kids how they can control the ball. Perform some juggling or other tricks with the ball and let them see how you do it. Just watch their faces when they see you engaged in these activities! They'll want to be like you. Tell them that they just have to practise a lot.

4.4.	

Remember that kids are very competitive at that age. Some of them may try to win at all costs. That is why it is important to repeat constantly that cheating is wrong. Tell them that during the game only their abilities and hard work count. Dishonest methods are not a way to win.

adapted from http://www.buzzle.com

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–3)

Przeczytaj trzy teksty związane z pracą. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B albo C.

Tekst 1.

The first day at a new workplace is always difficult, especially if you didn't have to keep regular hours in your previous job and could sleep until midday. If you want to be fully awake, you need to train your body to keep regular "working" hours. This requires two weeks of going to sleep at a reasonable time and waking up much earlier. It's important to stick to this regime every day. A good night's sleep before your first day of work is a good idea. But it won't make up for three months of late-night partying with friends.

adapted from www.howstuffworks.com

5.1. The author explains how to

A. find a regular job.
B. make difficult decisions at work.
C. get used to a new daily routine.

Tekst 2.

The headhunter promised us better-paid jobs. Some of us left but most of us stayed. We liked where we were and we didn't necessarily want to meet new people. It had taken us a while to feel comfortable here. On my first day on the job, names went in one ear and out the other. One minute you were introduced to a guy with red hair, and before you knew it you had moved on to someone new and then someone after that. A few weeks went by and one day it just clicked: the redhead's name was Jim Jackers.

adapted from Then We Came to the End by Joshua Ferris

5.2. From the text we learn

A. why the narrator decided not to change his workplace.
B. how the narrator helped the red-haired man.
C. how much the narrator earned.

Tekst 3.

Dear Janette,

We're very happy that you have decided to join our sales team. It's an exciting time of the year for us, as we are moving into our busiest season, and we are counting on you to help us.

When you arrive on Monday, stop by my office and I'll introduce you to Mark and Karen who were out of town when you came here for the interview.

We're all looking forward to working with you and are certain that we'll make a good team.

Yours truly,
Margaret Davis

adapted from www.jobsearch.about.com

5.3. The letter was written to

A. inform Janette about her duties.
B. welcome Janette to the company.
C. invite Janette to a job interview.

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.

CAUGHT ON CAMERA

Lights are flashing at a crossroads in Seattle, but not because movie stars are in town. The flashes are part of a red-light camera system that takes pictures of cars crossing an intersection after the light has changed to red.

The red-light cameras have been installed in more than five hundred cities around the US. In Seattle, there are cameras at more than 30 crossroads which have a history of serious accidents and many cars running a red light, that is entering the crossroads after the light has changed to red. At these crossroads, cameras are turned on when a car runs a red light. Photographs are taken of the car from behind, showing its registration number but not the driver. A ticket for the standard amount of $124 is then sent to the driver who broke the law. The red-light cameras don't take photographs of cyclists who run red lights. Although cyclists should respect the same traffic signal regulations as motorists, there is no registration system that could identify a cyclist or a bicycle in a photograph. This might change in the future but it won't be very soon.

The Seattle Police Department has expressed satisfaction with the cameras. But many citizens oppose them. Some people believe that the cameras are not reliable, or that they have simply been installed to collect some funds for the city. Others don't like receiving a ticket through this system and say that more work should be done by the police. In some cities – but not in Seattle – the photos show not only the car and its registration number, but also the face of the driver. Citizens believe that this is even worse.

Despite the opposing arguments, the use of red-light cameras is becoming more common. A recent study has found that traffic cameras improve public safety. In Seattle, the number of cars running a red light has decreased by 50% at crossroads with cameras. And although accidents still happen, the fact that the cameras are there makes them less serious. There are also fewer accidents than before. However, other cities have reported an increase in one type of car accident at crossroads with cameras – there have been more collisions in which one car crashes into the car in front of it.

adapted from Spotlight, 2012

6.1. The new system of cameras in Seattle takes photos of

A. cars driving too fast at dangerous crossroads.
B. the face of a driver who doesn't slow down when the traffic lights change.
C. the front of a car when its driver stops suddenly.
D. the back of a car when its driver ignores a red light.

6.2. Which is TRUE about cyclists?

A. Traffic signal regulations are different for them.
B. A different system is used to identify them.
C. They are not photographed when they run red lights.
D. They must get a special registration number for their bikes.

6.3. In the 3rd paragraph we learn why

A. the system has been criticized by the police.
B. some cities decided to improve the system.
C. some citizens do not approve of the system.
D. the system in Seattle shows the face of the driver.

6.4. According to a recent study, in Seattle

A. the number of collisions at crossroads with cameras has decreased by 50%.
B. cars crash at crossroads with cameras more often than before.
C. drivers have started to avoid crossroads with cameras.
D. the accidents have become less serious at crossroads with cameras.

6.5. The author of the text

A. explains why some cities refuse to introduce the system.
B. expresses his negative opinion of the new system.
C. describes the role of the police in the new system.
D. gives some information about the new system.

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.

THE STOLEN MOBILE

When on 21st July Mrs. Horton was driving home, she stopped at a petrol station. It was a hot day so she left the passenger window a little down and went to pay for the petrol and buy some water. When she was leaving the shop she saw a tall young man near her car. He said something but she did not pay attention to him. She just got into the car. **7.1.** _____ She couldn't find it anywhere.

At home Mrs. Horton switched on her computer to tell her friends about her lost phone. **7.2.** _____ Mrs. Horton was shocked to find photos of the man from the petrol station. It became clear that he was using her stolen mobile. She could see the pictures because her computer was connected to her phone. At first Mrs. Horton wanted to post his photos on Facebook and warn other people that he was a thief. **7.3.** _____. So she texted the thief and asked him to return the phone. Naturally, she informed the police too.

adapted from www.khou.com

A. As she opened the door, she saw her mobile on the seat.

B. However, her friends advised her not to do it.

C. As she went online, suddenly some pictures from her mobile appeared.

D. They also saw something on the screen.

E. When she sat down, she saw that her new mobile was missing.

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.

COOKISTO: A NEW GREEK WAY OF GETTING DINNER

The traditional way of getting dinner is to buy food and cook it, or to go to a restaurant. But what if someone in a nearby street has cooked more **8.1.** _____ they need and is ready to sell it for a small fee?

Marilena is a Cookista, with a profile on the Cookisto website. After getting her kids off to school, she has some peace and quiet, so at 10 a.m. the cooking begins. Today it's moussaka. **8.2.** _____ will be no wasted food in her kitchen. At least five other people in the area will be **8.3.** _____ her family's evening meal. Her moussaka and other dishes are always made **8.4.** _____ the highest-quality products, and taste perfect.

The project began in the Greek capital and will soon be starting in London. The cooks deliver the dishes themselves. They may add a free dessert to encourage you to choose the dish again next time. Occasionally, they will ask if you have **8.5.** _____ a meal from anyone else and will want to know your opinion about their food.

adapted from *www.bbc.co.uk*

8.1.
- **A.** what
- **B.** as
- **C.** than

8.2.
- **A.** They
- **B.** There
- **C.** This

8.3.
- **A.** sharing
- **B.** saving
- **C.** spending

8.4.
- **A.** for
- **B.** from
- **C.** by

8.5.
- **A.** prepared
- **B.** cooked
- **C.** ordered

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–5)

W zadaniach 9.1.–9.5. wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę A, B albo C.

9.1.

If you come to the meeting, you'll _____ a present.
I'd like to know how they _____ on with each other.

A. have
B. give
C. get

9.2.

I felt really excited _____ the day of my birthday because I got an unexpected present.
We ran out of petrol _____ the way to the seaside. We had to ask other drivers for help.

A. on
B. in
C. at

9.3.

Remember not to _____ your passport at the hotel because you'll get into trouble.
What time does our coach _____?

A. stay
B. keep
C. leave

9.4.

I really didn't _____ to hurt you. I'm so sorry.
I wonder what these symbols _____. Can you tell me?

A. try
B. mean
C. say

9.5.

Writing it in this form doesn't make any _____.
He is a really funny guy and I like his _____ of humour.

A. sense
B. difference
C. kind

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 10. (0–10)

Twój kolega z zagranicy chce rozpocząć studia w Polsce. W e-mailu do niego:

- **zapytaj o powód tej decyzji i kierunek studiów, którym kolega jest zainteresowany**
- **doradź, gdzie najlepiej studiować w Polsce, i wyjaśnij, dlaczego**
- **poinformuj, jakie problemy związane z pobytem w naszym kraju może mieć kolega**
- **przedstaw różne możliwości zakwaterowania w trakcie studiów.**

*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

Dear Mark,

Thank you for your email. I was happy to hear you've decided to study in Poland.

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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)*