CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

MJA 2016

UZUPEŁNIA ZDAJĄCY

KOD

PESEL

miejsce na naklejkę

☐ dysleksja

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM PODSTAWOWY

DATA: **2 czerwca 2016 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.

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MJA 2016

Układ graficzny
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Zadanie 1. (0–5)

Usłyszysz dwukrotnie rozmowę Johna i Kate na temat kupowania odzieży. Odpowiedz na pytania 1.1.–1.5. zgodnie z treścią nagrania. Zaznacz znakiem X odpowiednią rubrykę w tabeli (J – John lub K – Kate).

Who		**J (John)**	**K (Kate)**
1.1.	recommends buying something special?		
1.2.	bought a cheap product which was a good choice?		
1.3.	expresses doubts about the quality of designer clothes?		
1.4.	prefers to save money for some other things?		
1.5.	suggests going shopping another day?		

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat używania telefonów komórkowych. 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. offers a technological solution to a problem.

B. approves of the emergency use of phones in public.

C. explains why he/she had to use a phone in a public place.

D. encourages listeners to act together in fighting some irritating behaviour.

E. describes a situation in which he/she reacted emotionally.

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. The speaker complains to

A. a restaurant owner.

B. a hotel manager.

C. a travel agent.

Tekst 2.

3.2. Which is TRUE about the speaker?

A. She voted for Scotland to be independent.

B. She was waiting in George Square with her family.

C. She went to Edinburgh to celebrate the victory in the referendum.

Tekst 3.

3.3. Who are the speakers?

A. booksellers

B. teachers

C. film critics

Tekst 4.

3.4. The situation in the photo is unusual because

A. the bride is wearing a smart T-shirt.

B. the bridesmaids have casual clothes on.

C. some guests are not formally dressed.

Tekst 5.

3.5. The driver working for the pizza shop

A. did not deliver the order himself.

B. called his client soon after the accident.

C. asked police officers to explain the situation to his boss.

Tekst 6.

3.6. How did <u>the man</u> find out about the film *Selma*?

A. He read about it on the Internet.

B. He saw a clip advertising it.

C. He heard about it from a friend.

PRZENIEŚ ROZWIĄZANIA ZADAŃ <u>OD 1. DO 3.</u> NA KARTĘ ODPOWIEDZI!

Zadanie 4. (0–4)

Przeczytaj tekst. Dobierz właściwe pytanie (A–F) do każdej części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą kratkę.
<u>Uwaga:</u> dwa pytania zostały podane dodatkowo i nie pasują do żadnej części tekstu.

A. What do scientists find surprising?

B. How can the Lego blocks be collected from the sea?

C. Why are the Lego blocks in the sea dangerous?

D. What happened to the blocks that landed on beaches?

E. How can scientists solve the problem?

F. How did the Lego blocks land in the water?

LEGO AT SEA

4.1.	

On 13 February 1997, a Japanese ship, the Tokyo Express, was hit by a huge wave. The ship did not sink but the wave was so strong that the ship moved 60 degrees forward and then 40 degrees back the other way. As a result, 62 steel containers fell overboard. One of these containers was full of Lego blocks.

4.2.	

No-one knows how the blocks got out of the steel container, but shortly after the incident they began appearing on beaches in Cornwall. There are stories of kids in the 1990s finding blocks in many different shapes. They built whole sets out of them. The biggest one was the sea collection made of octopuses, fish, divers, sea dragons and pirates.

4.3.	

Oceanographers have calculated that over so many years the blocks have had enough time to circle the globe and can wash up on any beach in the world. Researchers have been trying to track the lost Lego blocks, but it is still a mystery where most of the pieces are. Experts can't explain why the Lego pieces from the Tokyo Express have been reported only in Cornwall.

4.4.	

Scientists have known for years that litter and plastic pieces can keep going around the seas for centuries and are a great risk to wildlife, which might take it for food. So the blocks, which were produced to give kids fun, have now become a threat to many sea creatures.

adapted from www.express.co.uk

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–3)

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

Tekst 1.

MY CHAMPION

My heart started beating faster in my chest when I saw this elegant animal that I knew was going to be mine. I played it cool but my daughter kept dancing around saying "wow". I calmly watched the horse, in the middle of the yard, amazed to find such a beautiful creature in this faraway place. I asked the usual questions about his temperament and health, then asked to see his papers, as the owner had assured me the horse was registered. It really was. Then I led him calmly around, touching him, and evaluating his disposition. I was delighted. I realized that with some training, it was going to be one of my best racehorses.

adapted from www.ultimatehorsesite.com

5.1. The text is about

A. training a horse for a race.
B. finding the right horse.
C. saving a horse from a bad owner.

Tekst 2.

BROWN PANTHER

Michael Owen, the famous English ex-football player, did not go with his nation's team to support them in the World Cup 2014 in Brazil. Instead, he went to Ascot, England, where his best racehorse, Brown Panther, was to take part in one of the most famous horse races, the Gold Cup. Although Brown Panther wasn't a favourite to win, everyone knew the horse could get a good result. It had come first in three other races before Ascot.

After Royal Ascot Michael said, "Brown Panther always tries his best. He's got the heart of a lion and obviously he's run a brilliant race. To be fourth in a race like this is a great result. I'm more than pleased."

adapted from http://michaelowenonline.co.uk; http://www.theguardian.com

5.2. Which is TRUE about Brown Panther?

A. It was expected to win the Ascot race.
B. It had never won any race before running in Ascot.
C. It made its owner proud in the Ascot race.

Tekst 3.

DO YOU KNOW…?

Horse riding is more about balance than holding the animal tightly. Your muscles must be active, but not tense. Pressing the horse's sides too much may be misunderstood by your horse as encouragement to move forward. All in all, such a style of riding can make your horse behave in a way you have not intended.

Sitting on horseback, also try to avoid sudden movements and be focused and relaxed at the same time. In this way your horse will understand better what you want it to do.

adapted from http://horses.about.com

5.3. The author of the text

A. gives advice to readers on how to control a horse.
B. encourages readers to take up horse riding.
C. describes the first horse riding class he had.

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.

SKILCRAFT PEN

If you have worked for an American government institution, most probably you have seen a Skilcraft pen. It has the following inscription on it: *Skilcraft U.S. Government*. Its design is elegant, it's most often black, and it's difficult to break. It's commonly used by soldiers because it fits inside a U.S. military uniform sleeve pocket. It is a kind of Coca-Cola of pens – everyone recognizes it.

About five million dollars' worth of these pens are sold every year, and they have quite a story behind them. To begin with, they are produced by the blind. In 1938, after the Great Depression, the government decided to support blind workers financially by creating jobs for them. President Roosevelt signed a new law which said that the federal government had to buy specific goods produced by blind Americans.

The *Skilcraft* brand was created in 1952. Today the company employs over 5,500 blind workers in many American states and produces a lot of different office supplies. The pens are made in factories in West Allis, Wisconsin and Greensboro, North Carolina. The factory in North Carolina is called *Greensboro Industries for the Blind* and it has had the ballpoint pen contract with the U.S. government since 1970. It employs 160 workers and ninety percent of them are blind. Thirty-five to forty people make the pens.

The production building and machines are like in any other factory, but a closer look shows the differences connected with employing blind workers. The floors are not slippery, they are covered with a material that prevents falls. All signs have Braille letters and walkways are always kept free of machinery or other objects. The blind workers don't use any special cards to get into the factory. When they come to work in the morning, they just touch large screens to check in. And their guide dogs can walk freely in a special area behind the factory building.

The details of the pens produced in the factory are described in a long document that was first written more than 50 years ago. The pens must be able to write in temperatures up to 160 degrees and down to 40 degrees below zero. You can use them in the rain and even after they go through the wash. It's a tried and tested product. It has stood the test of time.

adapted from www.jsonline.com; www.rd.com

6.1. In the first paragraph, we learn that the Skilcraft pen

A. is often compared to Coca-Cola because of its colour.
B. has to be used by all government workers.
C. is not popular with soldiers.
D. cannot be easily damaged.

6.2. The new law was introduced in 1938 to help

A. the federal government produce goods for the blind.
B. the blind buy specific goods after the Great Depression.
C. government officials to educate the blind.
D. the blind earn money after the Great Depression.

6.3. How many people make the pens at *Greensboro Industries for the Blind*?

A. about 90
B. between 35 and 40
C. more than 160
D. over 5,500

6.4. How does the *Greensboro Industries for the Blind* differ from other factories?

A. Guide dogs can walk freely inside the factory building.
B. Blind workers do not have to check in to start work.
C. The factory floors are made safer for blind people.
D. The machines used by the blind are much bigger.

6.5. In the last paragraph, the author

A. informs readers why the pen can't be used in cold weather.
B. presents the stages of the pen's production.
C. explains what makes the pen exceptional.
D. describes an experiment used to test the pen.

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 spójny i logiczny tekst.
<u>Uwaga</u>: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

MY DAD

My grandma used to tell me the story of how my father arrived, in his favourite jeans and an old T-shirt, to accept a very important award. Nobody told him it was such a big honour. **7.1.** _____ But he didn't get embarrassed. "Your dad could handle just about any situation," she said, "and that made everybody like him. On another occasion, he had to sing at the International Music Festival. He'd agreed to sing some African songs, but when he arrived it turned out to be a big event. **7.2.** _____ There was a full band to back her up. Anyone else would stop right there and explain that there had been a mistake. But not your father. He got up and started singing in front of this big crowd. It wasn't easy, let me tell you. He wasn't great, but he was so sure of himself that before you knew it he was getting as much applause as anybody. **7.3.** _____ Confidence. The secret to a man's success."

adapted from Dreams from My Father by Barack Obama

A. The woman who performed just before him was a professional singer.

B. She was about to get on the stage when he appeared.

C. He walked in and found everyone dressed in suits and ties.

D. She smiled at your dad and invited him onto the stage.

E. Now there's something you can learn from your dad.

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.

RESTAURANT DAY

In the spring of 2011, a group of food-loving friends from Finland created a new movement. Its aim was to celebrate food and restaurant culture for 24 hours on one day of the year. They named it *Restaurant Day*.

The idea started when Antti Tuomola tried to open a restaurant in Helsinki. Strict regulations made it impossible **8.1.** _____ this kind of business, so he called his friends, who were lawyers, for help. They advised him to set up a 'pop-up' restaurant, which would be open only for one day a year.

Antti promoted this idea on his Facebook page, attracting many people's **8.2.** _____. In April 2011, on the first *Restaurant Day*, around 40 one-day restaurants **8.3.** _____ all over Finland. On street corners, in public parks, and even on the beaches there appeared restaurants, cafés and bars, selling everything from hamburgers to exotic food.

A year later almost 800 restaurants from 25 countries took **8.4.** _____ in this event. What started **8.5.** _____ a local business is turning into a global trend now.

adapted from www.finedininglovers.com

8.1.
- **A.** that he started
- **B.** for him to start
- **C.** to start by him

8.2.
- **A.** attention
- **B.** view
- **C.** thought

8.3.
- **A.** have been opened
- **B.** were opened
- **C.** had been opened

8.4.
- **A.** action
- **B.** place
- **C.** part

8.5.
- **A.** in
- **B.** on
- **C.** as

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–5)

W zadaniach 9.1.–9.5., spośród podanych odpowiedzi (A–C), wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub fragmentu zdania. Zakreśl literę A, B albo C.

9.1. When I was a child, I **often visited** my grandparents, but now I don't have time.

A. used to visit
B. had better visit
C. had to visit

9.2. Have you made the tea?

A. Is the tea ready?
B. Are you waiting for the tea?
C. Have you had the tea?

9.3. Big brothers should always **look after** their little sisters, shouldn't they?

A. search for
B. take care of
C. get on with

9.4. I wanted them to **give the reasons for** their behaviour.

A. accept
B. explain
C. understand

9.5. X: When did you meet her?
Y: During my stay in England.
X: Oh, so it was a long time ago.

A. After I had stayed
B. Before I decided to stay
C. While I was staying

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 10. (0–10)

Po zdaniu matury chcesz sobie zrobić rok przerwy przed podjęciem studiów i wyjechać za granicę. W e-mailu do kolegi z Anglii:

- **wyjaśnij powód swojej decyzji**
- **poinformuj, jak przygotowujesz się do wyjazdu**
- **opisz reakcję rodziców na wiadomość o Twojej decyzji**
- **zapytaj kolegę o jego opinię i poproś o pomoc w jakiejś sprawie związanej z wyjazdem.**

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 Brad,

I'm writing to tell you about my plans. I've decided to take a gap year after I finish secondary school.

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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)*