

Miejsce  
na naklejkę  
z kodem szkoły

dysleksja

# PRÓBNY EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

## POZIOM PODSTAWOWY

Czas pracy 120 minut

LISTOPAD  
ROK 2006

### Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 12 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 podlegają ocenie.
6. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL. Zamaluj ■ pola odpowiadające cyfrom numeru PESEL. Błędne zaznaczenie otocz kółkiem ⊗ i zaznacz właściwe.
7. Postępuj podobnie, zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego. Tylko odpowiedzi zaznaczone na karcie będą oceniane.

*Życzymy powodzenia!*

Za rozwiązanie  
wszystkich zadań  
można otrzymać  
łącznie  
**50 punktów**

Wypełnia zdający przed  
rozpoczęciem pracy

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PESEL ZDAJĄCEGO

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KOD  
ZDAJĄCEGO

**ROZUMIENIE ZE SŁUCHU****Zadanie 1. (6 pkt)**

Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie fragment wywiadu. Na podstawie usłyszanych informacji zdecyduj, które z podanych zdań są zgodne z treścią tekstu /TRUE/, a które nie /FALSE/. Zaznacz znakiem X odpowiednią rubrykę w tabeli.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

		TRUE	FALSE
1.1.	For the last 15 years Alister McCrone has worked only in Scotland.		
1.2.	The company has changed its name.		
1.3.	Local people like going to the theatre.		
1.4.	In summer, they prepare plays only for tourists.		
1.5.	The company is planning to move the theatre to a new place.		
1.6.	The theatre is popular because a lot of people like small theatres.		

**PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!****Zadanie 2. (5 pkt)**

Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie wypowiedzi nastolatków na temat sytuacji, w których poczuli się zawstydzeni (2.1.-2.5.). Przyporządkuj każdej wypowiedzi zdanie podsumowujące jej treść (A-F). Wpisz odpowiednią literę w miejsce obok numeru każdej wypowiedzi. Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. I asked the wrong question.
- B. My mum asked me an embarrassing question.
- C. I ate too much and had to go to hospital.
- D. I hurt my mum accidentally.
- E. I was ashamed of my mum.
- F. I chose the wrong person.

2.1. \_\_\_\_      2.2. \_\_\_\_      2.3. \_\_\_\_      2.4. \_\_\_\_      2.5. \_\_\_\_

**PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!**

**Zadanie 3. (4 pkt)**

Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie tekst narracyjny. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz literę A, B lub C. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

**3.1. Why did Monica come to Ireland?**

- A. It was part of her holiday plan.
- B. She liked the summer there.
- C. She wanted to find a job there.

**3.2. What happened to Monica's money?**

- A. She lost some.
- B. She spent it.
- C. It was stolen.

**3.3. How did Monica find out about the job?**

- A. Antonio informed her about it.
- B. She learnt about it from a paper.
- C. Her mother wrote her an e-mail.

**3.4. Which statement is true about Monica's stay with the Brennans?**

- A. She thought she would have to move very soon.
- B. She found the names of the other workers difficult.
- C. She enjoyed staying with the family very much.

**PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!**

**ROZUMIENIE TEKSTU CZYTANEGO****Zadanie 4. (6 pkt)**

Przeczytaj uważnie poniższy tekst. Następnie dopasuj do każdej części tekstu (4.1. – 4.6.) właściwy tytuł (A – G) i wpisz odpowiednie litery w kratki. Jeden tytuł został podany dodatkowo i nie pasuje do żadnej części tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

<b>A.</b>	AN EXPLANATION OF THE STUDENTS BEHAVIOUR
<b>B.</b>	CHEATING DOESN'T PAY
<b>C.</b>	AN EXAMPLE OF PUNISHMENT
<b>D.</b>	CHEATING AS SOMETHING DISHONOURABLE
<b>E.</b>	MODERN TECHNOLOGY AS A THREAT TO HONESTY AT SCHOOL
<b>F.</b>	SHAMEFUL STATISTICS
<b>G.</b>	NEW METHODS TO STOP PLAGIARISM

4.1. 

In Britain, cheating in exams, or school work, is not just seen by the authorities as undesirable, it is seen by the students themselves as offensive. If you copy somebody else's essay, you're not just taking objective data from them, you're actually stealing nothing less than their own personal style and ideas. So to cheat, in the British way of thinking, is seen - like plagiarism - as somehow shameful.

4.2. 

As to cheating, Polish students do not have a good international reputation. An informal study carried out by English teachers in the late 1990s, confirms this view. It found that 93.3% of students admitted to cheating at some time during the previous academic year. Cheating, it seems, is widespread in Polish educational establishments.

4.3. 

In Polish schools, cheating is ignored. From a very early age, Polish children have to acquire a frightful amount of knowledge, and the weight of the books they have to carry to school and back would drive a camel to suicide. Cheating, therefore, can be viewed as a natural defence mechanism against the system, but if we go deeper we will see that cheating in school is a direct consequence of a specific mentality developed in Polish society by centuries of tyranny.

4.4.

The most recent plague is plagiarism via the Internet. Students can search by using commonly-known search engines or go straight to one of the many so-called 'paper mills', where hundreds of essays are on offer for downloading, usually at a very low price. In the world, where 'creativity is great, but plagiarism is faster', is there anything that can be done to stop the newly-born cyber-cheat?

4.5.

The consequences of cheating, if you get caught in a British school, can be serious. I remember when I was doing my 'A' levels in England, one boy was caught cheating in an exam. He wasn't allowed to complete the paper. And for all the other exams he had to sit by himself at a desk up on a platform, at the front of the room, so that everyone could see who he was.

4.6.

If you want to better yourself, cheating is worse than useless. If you cheat and get away with it, you're tempted to do the same again, not understanding that you've effectively done harm to yourself. You've cheated your school, classmates and teacher. You've cheated the education system and society. But most importantly, you have cheated yourself.

*adapted from The World of English, 1/2002*

**PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!**

**Zadanie 5. (8 pkt)**

Przeczytaj poniższy tekst. Na podstawie informacji w nim zawartych zdecyduj, które z podanych zdań są prawdziwe (TRUE), a które fałszywe (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

I am going to tell you about a funny thing that happened to my mother and me yesterday evening. ...

Yesterday afternoon, my mother took me up to London to see the dentist. After that, we went to a café. I had a banana split and my mother had a cup of coffee.

When we came out of the café it had started to rain. 'We must get a taxi,' my mother said. It was raining quite hard.

'Why don't we go back into the café and wait for it to stop?' I said. I wanted another of those banana splits. They were very tasty.

'It isn't going to stop,' my mother said. 'We must get home.'

We stood on the pavement in the rain, looking for a taxi.

Just then a man came up to us. He was a small man and he was pretty old. He raised his hat politely and said to my mother, 'Excuse me, I do hope you will excuse me ...'

'Yes?' my mother said, very cool and distant.

'I wonder if I could ask a small favour of you,' he said. 'It is only a very small favour.'

I saw my mother looking at him suspiciously. ...

'The truth of the matter is,' the little man was saying, 'I need some help.'

He gave a gentle smile and said, 'I beg you to believe, madam, that I am not in the habit of stopping ladies in the street and telling them my troubles.'

'I should hope not,' my mother said.

I felt quite embarrassed by her sharp words. I wanted to say to her, 'Oh, mummy, he's a very old man, and he's sweet and polite, and he's in trouble, so don't be so unkind to him.' But I didn't say anything.

The little man shifted his umbrella from one hand to the other. 'I've never forgotten it before,' he said.

'You've never forgotten what?' my mother asked.

'My wallet,' he said. 'I must have left it in my other jacket.'

'Are you asking me to give you money?' my mother said.

'Oh, no!' he cried.

'Then what are you asking?' my mother said. 'Do hurry up. We're getting very wet here.'

'I know you are,' he said. 'And that is why I'm offering you this umbrella of mine to protect you, and to keep forever, if ... if only ...'

'If only what?' my mother said.

'If only you would give me in return a pound for my taxi-fare just to get me home,' the little man said, 'It's a lovely umbrella.'

'So I've noticed,' my mother said.

'It's silk,' he said.

'I can see that.'

'Then why don't you take it, madam,' he said. 'It cost me over twenty pounds, I promise you. But that's of no importance so long as I can get home and rest these old legs of mine.'

Then my mother said to the little man, 'I don't think it's quite right that I should take an umbrella from you worth twenty pounds. I think I'd better just give you the taxi-fare.'

'No, no no!' he cried. 'It's out of the question!'

My mother took out a pound note. She held it out to the little man. He took it and handed her the umbrella. 'Thank you, madam, thank you.' Then he was gone.

'Aren't we lucky,' my mother said. 'I've never had a silk umbrella before. I couldn't afford it.'

*adapted from Ronald Dahl, Ten Short Stories, The Umbrella Man*

		TRUE	FALSE
5.1.	The girl and her mother went to London to have a banana split in a café.		
5.2.	The girl's mother wanted to catch a taxi because the weather had changed.		
5.3.	The girl was still hungry, so she wanted to go to the café again.		
5.4.	The girl told her mother that she should be more polite to the man.		
5.5.	The man's problem was that he had lost his wallet.		
5.6.	The girl's mother realized that the umbrella was worth more than one pound.		
5.7.	The man was disappointed with the money he had got for his umbrella.		
5.8.	The story takes place on a rainy day.		

### **PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!**

#### **Zadanie 6. (6 pkt)**

Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Shoplifting is an addictive crime. There are two types of shoplifters (people who steal goods from shops): professional criminals who do it for a living, or to earn money for a drug habit; and non-professionals. Non-professionals know that there are consequences, and they usually have the money to pay, but they continue to steal anyway. These people steal items they often don't need and sometimes don't use.

Although people of all ages shoplift, almost one third of all shoplifters arrested by the police are between the ages of 13 and 17. Teens usually steal things that they can't afford or are not allowed to buy, such as CDs, cosmetics, clothes and cigarettes. But many also steal things they could simply buy. Why? 'I think, I could be spending my money on this, but I'm getting it for free,' a teenage girl said. 'Besides, there's also the thrill of doing something bad. Your heart starts to race, and all you can think about is getting out of the store,' the girl added.

Teens who shoplift often believe their actions don't really hurt anyone. They don't think that shoplifting means stealing. They think that the store will not notice the losses. They are wrong. Stores know exactly how many articles they lose, and the costs are huge. Ask teens who shoplift why they do it, and they usually say they don't know. Or they may say that it's fun; shoplifting can cheer up the mood of a teen who is feeling depressed, angry or bored. Friends can also force friends to shoplift together – to be cool.

But why? Shoplifters usually don't know the true motivations behind their actions. However, shoplifting can become an addiction. In fact, drug addicts who shoplift say it is as hard to stop stealing as it is to quit drugs. Without intervention, shoplifting can become a dangerous lifetime habit.

For teens who are just 'trying out' shoplifting, the best thing that can happen is getting caught. And the sooner, the better. When they are caught by store security personnel, they feel frightened, and the experience can stop many teens from repeating their behaviour. Shoplifting is stealing. Stealing is wrong. It's really just that simple.

*adapted from Weekly Reader, 2003*

**6.1. According to paragraph one,**

- A. non-professionals work with professionals.
- B. some professionals are addicted to drugs.
- C. non-professionals rarely have enough money.
- D. professionals steal things that they do not need.

**6.2. In paragraph two, you can find out**

- A. what articles were stolen by a teenage girl.
- B. why people of different ages steal from shops.
- C. how shoplifters manage to get out of stores.
- D. what things are usually stolen by young people.

**6.3. Paragraph three is about the reasons why**

- A. young people steal from shops.
- B. shoplifting makes people angry.
- C. stores do not notice their losses.
- D. teenagers say shoplifting is wrong.

**6.4. Paragraph four informs you that**

- A. shoplifters cannot often tell why they steal.
- B. most shoplifters can't live without taking drugs.
- C. some shoplifters are scared of their bad habit.
- D. quitting drugs is easier than giving up stealing.

**6.5. According to paragraph five,**

- A. many teenagers think that shoplifting is simple.
- B. it is quite easy for teenagers to get really scared.
- C. some teenagers often frighten security personnel.
- D. young shoplifters should be caught as soon as possible.

**6.6. Which of the following would be the best title for the text?**

- A. *How to Catch Shoplifters*
- B. *How to Recognise Shoplifters*
- C. *Teenagers Who Steal from Shops*
- D. *Burglars Who Never Get Caught*

**PRZENIEŚ ROZWIĄZANIE NA KARTĘ ODPOWIEDZI!**



## WYPOWIEDŹ PISEMNA

### Zadanie 7. (5 pkt)

Napisz zaproszenie dla swoich przyjaciół z zagranicy.

- Zaproś ich na przyjęcie z okazji powitania Nowego Roku.
- Poinformuj, jakie stroje są oczekiwane.
- Poproś o przyniesienie czegoś do jedzenia lub picia.
- Zachęć do uczestnictwa we wspólnej zabawie.

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

### CZYSTOPIS

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	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)**

Będziesz zajmować się grupą z Anglii w czasie jej pobytu w Polsce. Napisz list do nauczyciela, opiekuna grupy.

- Poinformuj o miejscu zakwaterowania i planowanych posiłkach.
- Doradź, jakie rzeczy i dlaczego powinni zabrać ze sobą uczestnicy.
- Przedstaw jeden z punktów programu i uzasadnij jego atrakcyjność.
- Wyraź zadowolenie ze spotkania w Polsce i przekaz życzenia udanej podróży.

*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 pełnego przekazania informacji (4 punkty), forma (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).*

**CZYSTOPIS**

Więcej arkuszy znajdziesz na stronie: [arkusze.pl](http://arkusze.pl)

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	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*)**

# JĘZYK ANGIELSKI PODSTAWOWY

## PESEL

### WYPEŁNIA ZDAJĄCY

Data urodzenia zdającego

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dzień miesiąc rok

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0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9

Zad.1	T	F
1.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<input type="checkbox"/>	<input type="checkbox"/>
1.5	<input type="checkbox"/>	<input type="checkbox"/>
1.6	<input type="checkbox"/>	<input type="checkbox"/>

Zad.3	A	B	C
3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.5	T	F
5.1	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<input type="checkbox"/>	<input type="checkbox"/>
5.4	<input type="checkbox"/>	<input type="checkbox"/>
5.5	<input type="checkbox"/>	<input type="checkbox"/>
5.6	<input type="checkbox"/>	<input type="checkbox"/>
5.7	<input type="checkbox"/>	<input type="checkbox"/>
5.8	<input type="checkbox"/>	<input type="checkbox"/>

Zad.6	A	B	C	D
6.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.2	A	B	C	D	E	F
2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.4	A	B	C	D	E	F	G
4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### WYPEŁNIA EGZAMINATOR

ZADANIE 7			
Punkty	0	1	
T R E Ś Ć	Inf. 1	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 2	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 3	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 4	<input type="checkbox"/>	<input type="checkbox"/>
Popr.	<input type="checkbox"/>	<input type="checkbox"/>	

### ZADANIE 8

Punkty	0	0,5	1	
T R E Ś Ć	Inf. 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punkty	0	1	2	
Forma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bogactwo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Popr.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Miejsce na naklejkę z kodem

SUMA PUNKTÓW

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D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	0	1	2	3	4	5	6	7	8	9
J	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1	2	3	4	5	6	7	8	9
czD	<input type="checkbox"/>									