

Miejsce na identyfikację szkoły

**ARKUSZ PRÓBNEJ MATURY
Z OPERONEM I BRITISH COUNCIL
JĘZYK ANGIELSKI**

POZIOM PODSTAWOWY

Czas pracy: 120 minut

**LISTOPAD
2017**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 12 stron (zadania 1.–10.). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 20 minut. Materiał do odsłuchania nagrany jest 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.
7. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem ● i zaznacz właściwe.
8. W zadaniach 1.–9. oceniane będą tylko odpowiedzi zaznaczone na karcie odpowiedzi znajdującej się na końcu arkusza.

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

Życzymy powodzenia!

Wpisuje zdający przed rozpoczęciem pracy

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PESEL ZDAJĄCEGO

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**KOD
ZDAJĄCEGO**

Arkusz opracowany przez Wydawnictwo Pedagogiczne OPERON. Arkusze Próbnej Matury z j. angielskiego były dodatkowo konsultowane przez ekspertów British Council, patrona merytorycznego akcji.
Kopiowanie w całości lub we fragmentach bez zgody wydawcy zabronione.

Zadanie 1. (0–5)

Usłyszysz dwukrotnie wywiad z członkiem ekskluzywnego klubu. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		T	F
1.1.	We learn that Jim is a member of the Millionaire’s Club.		
1.2.	Jim doesn’t have a chance to see the sun for more than half a year.		
1.3.	Jim explains what one has to do to become a member of the club.		
1.4.	Jim says that joining the club isn’t very risky.		
1.5.	You get nothing for joining the club, apart from the satisfaction.		

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi dotyczące różnych zjawisk pogodowych. Do każdej wypowiedzi (2.1.–2.4.) dopasuj właściwe zdanie (A–E). Wpisz rozwiązania do tabeli.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This text

- A. is a radio announcement.
- B. is a story about a sea trip which went wrong.
- C. is about a dangerous situation the speaker was in.
- D. is a commercial of a programme about extreme weather.
- E. advertises a book about a particular weather phenomenon.

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 lub C.

Tekst 1.

3.1. The man wasn't satisfied with the trip because

- A. the rude guide was too fast.
- B. the place was disappointing.
- C. taking photos was forbidden in the cave.

Tekst 2.

3.2. This announcement can be heard

- A. in a theatre.
- B. before an exam.
- C. in an examination room.

Tekst 3.

3.3. The man will buy a ticket

- A. using a smartphone app.
- B. from the bus driver.
- C. in a ticket machine.

Tekst 4.

3.4. The man will use the money from his first salary to

- A. pay for driving lessons.
- B. travel to Italy.
- C. buy a car in the future.

Tekst 5.

3.5. This text is

- A. an offer of a typical family trip.
- B. an advertisement of a travel company.
- C. a description of somebody's last holiday.

Tekst 6.

3.6. Which is true about the farmer's situation?

- A. His money can't be recovered.
- B. He'll be able to buy a tractor this year.
- C. He spoke to a person who stole his money.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. 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.

Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A. TURN IT INTO A PLEASURE
- B. KEEP A PROGRESS CHART
- C. SING ALONG DURING EXERCISE
- D. TRY EXERCISING WITH A COMPANION
- E. JOINING A FITNESS CLUB IS A GOOD IDEA
- F. YOUR HOUSE IS THE BEST PLACE FOR EXERCISE

HOW TO STAY MOTIVATED TO EXERCISE

Many people start exercising only to lose their motivation after a couple of days. Here are some tips on how to stay motivated.

4.1.

Exercising alone is often boring. That's why it's a good idea to find a person to exercise with. Make sure that you have similar goals and are more or less on the same fitness level. You can motivate each other, especially during busy times when it's difficult to fit exercise into a busy schedule.

4.2.

Many people choose to exercise at home, because it's cheap. But sometimes it's worth paying a little money for a meeting with a professional trainer in a well-equipped gym. It also gives you a chance to meet other people who want to exercise, just like you.

4.3.

Buy a notebook and note down the time and amount of exercise. By doing so you'll have an objective account of your improvement. You may also use one of the many available apps and share your achievements with others, which is a motivating factor, as well.

4.4.

Finally, think of exercising as a fun activity, and not as a tiresome obligation. Associate exercising with positive things by, for example, listening to your favourite band or singer during your workout. It's scientifically proven that music makes the effort appear easier.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–3)

Przeczytaj trzy teksty dotyczące zawierania znajomości. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B lub C.

Tekst 1.

“Oh,” sniffed Lavinia, spitefully, “I don’t think she is pretty at all. Her eyes are such a strange colour.” “She isn’t as pretty as other pretty people are,” said Jessie, stealing a glance across the room; “but she makes you want to look at her again. She has very long eyelashes, but her eyes are almost green.”

Sara was sitting quietly in her seat, waiting to be told what to do. She had been placed near Miss Minchin’s desk. She was not confused at all by the many pairs of eyes watching her. She was interested and looked back quietly at the children who looked at her.

adapted from A Little Princess by Frances Hodgson Burnett

5.1. This text is about

- A. a new classmate.
- B. a scared child talking to her classmates.
- C. Sara’s negative opinion about her classmates.

Tekst 2.

Hi,

First comes background information. I’m a 17-year-old guy, living in a small town. I’m not especially fit but I’m not overweight. I’m of normal appearance – not particularly handsome, but not ugly. My problem is that... I have no friends. My only hobbies are video games, reading books and browsing the Internet. I don’t enjoy sports and don’t have any extra skills. All my classmates and schoolmates have their own groups and I don’t really fit in any of them. How can I make some friends?

Anonymous

5.2. The author of this text is

- A. seeking some advice.
- B. describing his friend’s problems.
- C. encouraging readers to be more friendly.

Tekst 3.

INVITATION

Come and renew old friendships and share memories at the 10th reunion of Highwood Art College Class of 2007. The reunion begins at 6 p.m. on Saturday June 25th with a dinner and a dance. On Sunday, a variety of activities will be organized for all participants – you’ll be able to enter a tennis or golf competition. Registration is needed first. Please complete the form and send it back together with a fee of \$25. If you have any pictures of you or your classmates, send them along as well. As soon as we receive the form, we will send you a registration packet with additional information regarding the detailed plan of the event and accommodation information.

5.3. Which is true about the reunion?

- A. Participants will be able to do some sports during the event.
- B. The reunion is going to be a one-day event.
- C. Taking part in the event is free.

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 lub D.

Situated half-way up the Alm, the cottage was protected from the winds. If it had stood on the Alm summit, the wind would have blown it down the valley when the storm season came. Here lived Peter the goatherd, a boy eleven years old, who daily fetched the goats from the village and led them up the mountain. Peter raced down in the evening with the little goats. When he whistled through his fingers, every owner would come and get his or her goat. These owners were mostly small boys and girls and, as the goats were friendly, they did not fear them. That was the only time Peter spent with other children. At home lived his mother and his old grandmother, but he only spent enough time in the hut to swallow his bread and milk for breakfast and the same for supper.

Deta waited about ten minutes to see if the children were coming up behind with the goats. As she could not find them anywhere, she climbed up a little higher to get a better view down the valley from there, and peered from side to side.

The children in the meantime were going up slowly in a zigzag way. The poor little girl had followed the boy only with the greatest effort and she was panting in her heavy clothes. She was so hot and uncomfortable. She did not say anything but looked enviously at Peter, who jumped about so easily in his light trousers and bare feet. Suddenly sitting down on the ground the girl took off her shoes and stockings. Getting up she undid the heavy shawl and the two little dresses.

To save the trouble of carrying them, her aunt Deta had dressed her in her Sunday clothes over her normal clothes. Now, feeling free and comfortable, the girl started to converse with Peter, and he had to answer many questions. She asked him how many goats he had, and where he led them, what he did with them when he got there, and so on.

At last the children reached the summit in front of the hut. When Deta saw the girl she shouted: "What have you done? Where are your dresses and your shawl? Are the new shoes gone that I just bought for you, and the new stockings that I made myself? Where are they all?" The child quietly pointed down and said "There." The aunt followed the direction of her finger and saw a little heap with a small red dot in the middle, which she recognized as the shawl. "Naughty child!" Deta said. "What does all this mean? Why have you taken your things all off?" "Because I do not need them," said the girl.

adapted from Heidi by Johanna Spyri

6.1. Which is true about Peter's home?

- A.** It's a dangerous place during the storm season.
- B.** It's a place where Peter spends all his days.
- C.** It's located at the top of the mountain.
- D.** It's occupied by a family of three.

6.2. The goats that Peter takes care of

- A.** belong to various people.
- B.** are sometimes afraid of him.
- C.** are led to his home in the evening.
- D.** always come to him when he whistles.

6.3. Why was the girl jealous of Peter?

- A. His clothes looked more expensive than hers.
- B. She was wearing more clothes than he was.
- C. He had very comfortable shoes.
- D. He was much fitter than her.

6.4. What happened with the girl's clothes?

- A. She left them along the way.
- B. She lost them while climbing up.
- C. Her aunt was carrying them for her.
- D. She took them off and kept them in her hands.

6.5. Which is the best title for this text?

- A. THE TIRING WALK WITH THE AUNT
- B. THE UNEXPECTED MEETING
- C. THE CLIMB TO THE TOP
- D. THE SHY GIRL

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 MOST IMPORTANT LESSON

Although I've been a doctor for more than 15 years and had many "life lessons" during my work in the hospital, one experience has particularly stuck in my mind. During my second month of medical school, our professor gave us a pop quiz. That wouldn't be a problem since I was always an eager learner. **7.1.** _____ It said: "What is the first name of the woman who cleans the school?". I looked at the test again. Surely this was some kind of joke. I had seen the cleaning woman several times. **7.2.** _____ Well, I didn't know the answer but still handed in my paper, leaving the last question blank. **7.3.** _____ "Absolutely," said the professor. "In your careers, you will meet many people. All are significant. They deserve your attention and care, even if all you do is smile and say hello." I've never forgotten that lesson. I also learned her name was Dorothy.

adapted from www.wisdomcommons.org

- A. She was wearing an ID tag and I remembered her name was Dorothy.
- B. Just before the class ended, one student asked if the last question would count towards our quiz grade.
- C. This test, however, was a difficult one and I was afraid that I'd fail for the first time.
- D. She was tall, dark haired and in her 50's, but how would I know her name?
- E. I got the test, and had breezed through the questions, until I read the last one.

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 lub C.

A DELICIOUS RIDE

Electric cars are becoming more and more popular **8.1.** _____ drivers. Many people understand that normal cars pollute the environment so they turn to other options, such as electricity. **8.2.** _____ scientists from England have a different kind of solution. They invented a car which runs on... chocolate! Yes, that's true. The car **8.3.** _____ chocolate bars as the source of power! And, what's also interesting, its steering wheel **8.4.** _____ from carrot pulp, so it's super eco-friendly. The inventors of this chocolate-powered car employed a team of drivers who will drive it from England, across the Sahara, to Timbuktu. They don't plan to mass produce the car, though. It was built to make people **8.5.** _____ of the options and possibilities that technology offers, as far as the automotive industry is concerned.

8.1.

- A. between
- B. among
- C. for

8.2.

- A. But
- B. Because
- C. Instead of

8.3.

- A. are using
- B. had used
- C. uses

8.4.

- A. was made
- B. has made
- C. is making

8.5.

- A. afraid
- B. aware
- C. familiar

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–5)

W zadaniach 9.1.–9.5. wybierz słowo, które poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę A, B lub C.

9.1. Where's the ironing _____? I need to iron my shirt.

Open your notebooks and copy the definition from the _____, please.

- A. book
- B. table
- C. board

9.2. I'm hungry. Give me a _____ of cake, please.

Have you heard the most famous piano _____ by Chopin? Listen, it's amazing.

- A. piece
- B. part
- C. kind

9.3. Look at that tree. Its _____ are all red! It always looks so beautiful in autumn.

The train to Glasgow _____ at 8:10 from platform 2.

- A. leaves
- B. moves
- C. changes

9.4. I saw a _____ in the cellar yesterday. It looked like a mouse with wings.

The boy hit the ball with his new baseball _____.

- A. crow
- B. stick
- C. bat

9.5. I have to _____ if I locked the door. I don't remember doing that.

What time do you have to _____ in at the hotel?

- A. arrive
- B. check
- C. come

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

JĘZYK ANGIELSKI POZIOM PODSTAWOWY

WYPEŁNIA ZDAJĄCY

Data urodzenia zdającego

dzień	miesiąc			rok		

PESEL

0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
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"/>

Zad. 2.	A	B	C	D	E
2.1.	<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"/>
2.3.	<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"/>

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"/>
3.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad. 4.	A	B	C	D	E	F
4.1.	<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"/>
4.3.	<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"/>

Zad. 5.	A	B	C
5.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.	<input type="checkbox"/>	<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"/>

Zad. 7.	A	B	C	D	E
7.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad. 8.	A	B	C
8.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad. 9.	A	B	C
9.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WYPEŁNIA EGZAMINATOR

Zad.	Treść	Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
10.	0-1-2-3-4	0-1-2	0-1-2	0-1-2	

Więcej arkuszy znajdziesz na stronie: arkusze.pl