

UZUPEŁNIA ZDAJĄCY

KOD

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PESEL

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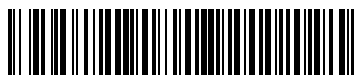
*miejsce
na naklejkę*

**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO**

POZIOM PODSTAWOWY

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.



**UZUPEŁNIA ZESPÓŁ
NADZORUJĄCY**

Uprawnienia zdającego do:

- dostosowania kryteriów oceniania
 nieprzenoszenia zaznaczeń na kartę

8 MAJA 2019

**Godzina rozpoczęcia:
9:00**

**Czas pracy:
120 minut**

**Liczba punktów
do uzyskania: 50**

MJA-P1_1P-192

ROZUMIENIE SŁUCHANEGO TEKSTU

Zadanie 1. (5 pkt)

Usłyszysz dwukrotnie rozmowę z osobą urodzoną 29 lutego (ang. *leapling*). 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.	Ann has to explain to Jack what a leap year is.		
1.2.	Ann enjoyed meeting people from the leaplings' club.		
1.3.	Jack thinks it is great to be a leapling.		
1.4.	Ann wasn't able to register for her exam online.		
1.5.	Social media remind people about Ann's birthday every year.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. (5 pkt)

Usłyszysz dwukrotnie pięć wiadomości radiowych. Do każdej wiadomości (2.1.–2.5.) dopasuj właściwy nagłówek (A–F). Wpisz rozwiązania do tabeli. Uwaga: jeden nagłówek został podany dodatkowo i nie pasuje do żadnej wiadomości. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. UNFORGETTABLE MEMORIES
- B. MORE THAN AN ACTOR
- C. DELAY CAUSED BY RISKY DRIVING
- D. AN ECO-FRIENDLY DEVELOPMENT PROJECT
- E. EXPECTED PROBLEMS FOR PUBLIC TRANSPORT USERS
- F. PET LOVERS' PARADISE

2.1.	2.2.	2.3.	2.4.	2.5.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. (5 pkt)

Usłyszysz dwukrotnie wypowiedź mężczyzny, który zmienił miejsce zamieszkania. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

3.1. When the man first came to London, he

- A. didn't use the Internet to book a place to stay.
- B. found it difficult to get on well with his housemates.
- C. rented accommodation he hadn't seen earlier.

3.2. Which is TRUE about the room in which the man started to live in April?

- A. It wasn't in very good condition.
- B. It cost more than he had expected.
- C. It was smaller than the previous one.

3.3. When the man returned to London, he

- A. earned a lot of money as a reporter.
- B. found a full-time job very quickly.
- C. had to spend some of his savings.

3.4. How does the man feel after a few years spent in London?

- A. He is looking forward to moving somewhere else.
- B. He believes he has found the right place to live.
- C. He is disappointed with public transport.

3.5. The speaker

- A. recommends some landmarks in London.
- B. shares his experience of living in London.
- C. instructs the listeners how to find a job in London.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU

Zadanie 4. (7 pkt)

Przeczytaj tekst. Dobierz właściwe pytanie (A–H) do każdego oznaczonego fragmentu tekstu (4.1.–4.7.). Wpisz odpowiednią literę w każdą kratkę. **Uwaga:** jedno pytanie zostało podane dodatkowo i nie pasuje do żadnego fragmentu tekstu.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. What should competitors wear?
- B. Why is the location suitable for the competition?
- C. How do participants prepare for the competition?
- D. Who is allowed to take part in the Hawaiian competition?
- E. Are there any time limits during the race?
- F. What awards do competitors win?
- G. What are the limitations for spectators?
- H. How did the competition start?

THE IRONMAN CHAMPIONSHIP IN HAWAII

There are many Ironman competitions around the world. The most difficult one takes place on the Hawaiian island of Kona. It is called the Ironman Championship.

4.1.	
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During a sports ceremony in 1977, athletes from the Mid-Pacific Road Runners Club and the Waikiki Swim started a debate about which sport made the best athletes. Judy and John Collins got involved in the discussion and came up with the idea of organizing a competition which requires athletes to swim, run and cycle. The Collinses decided that the winner would be called the Ironman.

4.2.	
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Since then, the Ironman Championship has been held on the Hawaiian island of Kona. It takes place in October. At this time of the year, the days are not too hot and the water temperature is perfect for swimming. The area was also chosen because there are extremely large waves in the bay and high hills on the running route.

4.3.	
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Athletes who take part in the competition train for seven months on average. They spend between 18 and 30 hours a week practising all three disciplines. However, the average training distances are different for each discipline. They swim 7 miles per week, cycle 232 miles per week and run about 48 miles per week to get ready for the event.

4.4.	
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The Hawaiian Ironman Championship is open to anyone who is over 18. The event is very popular and every year many people want to participate. There are also less difficult Ironman competitions organized in other locations around the world. Only those who have completed at least one of the easier Ironman competitions are accepted for the Hawaiian event.

4.5.	
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Participants' clothes must be made of fabrics such as lycra or nylon. In the swimming part of the race, only athletes who are over 70 years old may use wetsuits, but all athletes must put on a shirt or sports top during the cycling and running sections. Runners are asked to use reflective material on their clothing to be visible on the race course after dark.

4.6.	
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Making it all the way to the finish line is a huge achievement. Along the way, there are many intermediate checkpoints which you need to reach within a certain time. For example, the 2.4 mile swim has to be completed in 2 hours and 20 minutes. If you are slower, you will not be allowed to continue the race.

4.7.	
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People are welcome to watch the event and cheer on the athletes along the route. However, the finish line is a restricted area. Only athletes and organizers are permitted to be there. It must remain clear of spectators watching the event for safety reasons.

adapted from <http://www.triradar.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.

LET'S NOT WASTE FOOD

Have you ever thought about what happens to the food that supermarkets don't sell? Well, you might be shocked to learn that about one third of the food produced for human consumption gets wasted. At the same time, about 800 million people in the world do not have enough food to lead a healthy life.

All over the world many people are trying to do something about the problem of food waste and make use of the food that the supermarkets don't manage to sell. For example, in Leeds there is a restaurant called *The Café*, where all the meals are prepared from unsold vegetables, fruit or fish. This unwanted food is turned into delicious soups, casseroles and curries that feed the poor people of Leeds. Customers simply pay what they can afford, or if they don't have money, they can help with the washing-up instead. In just ten months, 10,000 people have had meals at *The Café*.

Last year the UK's first food waste supermarket opened. The supermarket works on a 'pay as you feel' basis. This means that customers pay as much money as they want for their shopping. The products that are sold change daily, but you can usually find things such as pasta, fresh vegetables, fruit and milk there.

I have always been concerned about the amount of food which is wasted. When I was at high school I realized that food waste was one of the world's biggest problems and then decided to do something about it. Three years ago, I moved to Leeds in order to expand my horizons. I started my university education. One day I had lunch at *The Café*, and it was delicious. I couldn't believe that it was all the food that the supermarkets did not need. I have also taken part in the *Foodcycle* project, which supports poor people by serving tasty lunches and dinners every day in towns and cities across the country. I believe that the law should be changed so that supermarkets don't throw away so many good products.

adapted from <http://learnenglishteens.britishcouncil.org>

		T	F
5.1.	About 800 million people use the food unsold by supermarkets.		
5.2.	<i>The Café</i> in Leeds sells its meals in supermarkets.		
5.3.	The people who have meals at <i>The Café</i> can do some work instead of paying for their meals.		
5.4.	In the first food waste supermarket, buyers decide how much they pay for the shopping.		
5.5.	The author of the text became interested in food waste before moving to Leeds.		
5.6.	In the text, the author explains why people waste so much food.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (7 pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

THE COBRA

Cairo's main station was full of people. It seemed to Tim, a young archeologist from London, that they all wanted to get onto the Alexandria train. He got to the platform at last and put down his suitcase. He searched through his pockets for his ticket, found it and got onto the train. He hadn't noticed that two men had been following him. They pushed their way to the ticket office and hurried through the crowds to the train.

Tim found his place and sat down. He took a book out of his pocket and started to read. Soon the train began to move. Tim looked through the window. In the streets of Cairo, women were buying fruit and vegetables. They talked to one another in front of the piles of tomatoes, beans and oranges that the country people had brought to sell in the city. Girls were holding trays of bread, straight from the bakery, and donkeys were carrying heavy baskets to the market. It was business as usual in Cairo.

The houses became fewer, and Tim could see the fields of the Nile Delta. Tim sat back and looked at the passengers opposite him. A young man and a girl. The man was wearing a pair of blue jeans and a leather jacket. The girl was wearing a bright dress. She was holding a leather bag which she opened to take out a mirror. She lifted her hand to push back her hair. Suddenly, Tim saw something that surprised him. He searched through his pockets for his glasses, found them on the seat beside him and put them on. It was impossible, but there it was, in front of his eyes. The girl's bracelet was shaped like a snake, like a cobra, to be precise. The cobra's metal body was twisted several times round her wrist and its head was raised over the back of her hand.

"Excuse me," he tried to keep his voice calm as he spoke. The girl didn't answer. He tried again in Arabic. Tim's Arabic was good, but she still didn't seem to understand him. He put out his hand to touch her sleeve. "Excuse me," he said. The young man caught Tim's wrist. "Do not touch her!", he said loudly and firmly. The other passengers looked at them. They were clearly surprised by how Tim wanted to attract the girl's attention.

"I was only going to ask her about the bracelet she is wearing as it looks very old and I just wanted to have a look at it," Tim explained. "OK, but I have to speak to her first," the young man said. He spoke to the girl, but Tim didn't understand what he said.

The girl took off the bracelet and gave it to Tim. The unusual bracelet felt heavy in Tim's hands. He was sure it was authentic. He turned it over and searched for an inscription that would tell him who the owner had been. He found it on the cobra's head. He held his breath as he read the hieroglyphs... "Cleopatra – Cleopatra," he whispered. Might this be the first step on the road to a great discovery? If he discovered the tomb of Queen Cleopatra, he would become the best-known Egyptologist in the world.

Tim gave the bracelet back. "It's very nice. Where did you get it?"

"My mother gave it to me before she died. My father has other things like that at home."

"Can I come and examine them? My name is Tim Saunders and I work in the Egyptology Department of London University. If the things are authentic, they will be of great interest to my university department." The girl was silent for a moment and then said, "You know what happened to the archeologists who discovered the tomb of Tutankhamun and took the treasures. They all died young and for no reason, it seemed. But there was a reason – the magic powers of the cobra. You can't visit us."

Tim smiled and said, "Magic powers don't really exist. I am not afraid."

The young girl picked up her bag. "I'm getting off in Alexandria," she said. "My name is Maria. It was nice to meet you, but I don't think I'll ever see you again."

adapted from The Great Discovery by Mandy Loader

6.1. Before getting on the train, Tim

- A. spoke to the ticket clerk for a while.
- B. made sure he had his train ticket.
- C. wanted to buy a train ticket.
- D. saw two people following him.

6.2. Looking through the train window, Tim couldn't see

- A. animals carrying baskets.
- B. women doing the shopping.
- C. people having conversations.
- D. girls baking bread.

6.3. Tim put on his glasses to

- A. have a look at something the girl kept in her bag.
- B. see the piece of jewellery that the girl was wearing.
- C. read the book which he had taken out of his pocket.
- D. check if there was a snake under the girl's seat.

6.4. The other passengers were very surprised when Tim

- A. caught the young man's wrist.
- B. started to speak loudly in Arabic.
- C. tried to touch the girl's sleeve.
- D. used English to talk to the young man.

6.5. Tim realized the bracelet had belonged to Cleopatra when he

- A. had a closer look at the cobra's head.
- B. noticed its unique shape.
- C. remembered the picture of her tomb.
- D. got some information from the girl.

6.6. Tim wanted to visit the girl's home because he

- A. expected the girl to tell him more about Alexandria.
- B. hoped to meet the men who had found Tutankhamun's tomb.
- C. wished to find out more about some of her father's belongings.
- D. needed to learn more about the magic powers of the cobra.

6.7. The text is about

- A. an accidental meeting during a rail journey.
- B. a criminal travelling to Alexandria.
- C. a gift offered to a train passenger.
- D. a treasure lost in a train compartment.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

WYPOWIEDŹ PISEMNA

Zadanie 7. (5 pkt)

Podczas pobytu w Anglii chcesz zapisać się na kurs kulinarny. Napisz e-mail do znajomego z Londynu.

- Wyjaśnij, dlaczego chcesz zapisać się na kurs.
- Poinformuj, co Twoi rodzice myślą o tym pomysłe.
- Poproś o pomoc w znalezieniu kursu.
- Napisz, skąd zamierzasz wziąć pieniądze na kurs.

Podpisz się jako **XYZ**. W zadaniu nie jest określony limit słów. Oceniane są: 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)

Ostatnio odwiedziłeś(-aś) szkołę, do której kiedyś uczęszczałeś(-aś).

W liście do kolegi/koleżanki z Anglii:

- podaj powód wizyty w szkole i wyjaśnij, jakie emocje towarzyszyły Ci, kiedy tam poszedłeś/poszłaś
- wspomnij o spotkaniu ze swoim ulubionym nauczycielem i napisz, o czym rozmawialiście
- opisz zmianę, którą zauważyłeś(-aś) w szkole, i wyraż swoją opinię na temat tej zmiany
- wspomnij o zdarzeniu, które miało miejsce, kiedy wychodziłeś(-aś) z budynku szkoły, i przedstaw konsekwencje tego zdarzenia.

Pamiętaj o zachowaniu odpowiedniej formy listu. Nie umieszczaj żadnych adresów. Podpisz się jako XYZ. Długość listu powinna wynosić od 120 do 150 słów. Oceniane są: umiejętność przekazania wszystkich informacji (4 punkty), forma (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

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

CZYSTOPIS

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Więcej arkuszy znajdziesz na stronie: arkusze.pl

Dotted lines for writing.

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*)

Więcej arkuszy znajdziesz na stronie: arkusze.pl

Więcej arkuszy znajdziesz na stronie: arkusze.pl

Więcej arkuszy znajdziesz na stronie: arkusze.pl