



Centralna Komisja Egzaminacyjna

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

Układ graficzny © CKE 2010

WPISUJE ZDAJĄCY**KOD**

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PESEL

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*Miejsce
na naklejkę
z kodem*

☐ dysleksja

**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO**

POZIOM PODSTAWOWY**SIERPIEŃ 2012****Instrukcja dla zdającego**

1. Sprawdź, czy arkusz egzaminacyjny zawiera 11 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.

**Czas pracy:
120 minut**

**Liczba punktów
do uzyskania: 50**



MJA-P1_1P-124

ROZUMIENIE SŁUCHANEGO TEKSTU

Zadanie 1. (5 pkt)

Usłyszysz dwukrotnie zapowiedź programu telewizyjnego. 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.	Mary's family has run the business for over 100 years.		
1.2.	Mary is the first woman in her family to run the boat service.		
1.3.	Mary learnt to row a boat when she was an adult.		
1.4.	Mary has more work in June than in August.		
1.5.	Someone helped Mary write the book "The Story of the Stirling Ferry".		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. (5 pkt)

Usłyszysz dwukrotnie wypowiedzi pięciu nastolatków na temat ich relacji z rodzicami. Do każdej osoby (2.1.–2.5.) dopasuj zdanie podsumowujące jej wypowiedź (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

A. I can trust my parents.

B. I sometimes upset my parents.

C. I have limited freedom.

D. I sometimes feel ignored.

E. I try not to worry my parents.

F. I am encouraged to have my own point of view.

2.1.	
2.2.	
2.3.	
2.4.	
2.5.	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. (5 pkt)

Usłyszysz dwukrotnie wywiad na temat wypożyczania rowerów w Londynie. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

3.1. The bike-for-hire project in London

- A. started after the mayor's election.
- B. was copied from another capital city.
- C. was created after the mayor visited other cities.

3.2. The bikes used for the project

- A. have an electric engine.
- B. were specially designed.
- C. are very fast racing bikes.

3.3. In Tom's opinion, the most successful bike-for-hire project was in

- A. Paris.
- B. Rome.
- C. Amsterdam.

3.4. Hiring a bike

- A. will cost £45 a month.
- B. will be free for the first hour.
- C. will be cheaper than using other means of transport.

3.5. In the final part of the interview, Tom

- A. instructs Londoners how to use the bikes.
- B. presents the advantages of the project.
- C. encourages Londoners to take part in a survey.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU

Zadanie 4. (7 pkt)

Przeczytaj oferty miejsc wartych zwiedzenia. Do każdego z podanych zdań (4.1.–4.7.) przyporządkuj właściwą ofertę (A–E). Wpisz odpowiednią literę w każdą rubrykę tabeli. Niektóre litery mogą być użyte więcej niż jeden raz.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

A. Oxford and Blenheim Palace Tour

Oxford is England's oldest university, dating back to the 11th century. Come and see its impressive colleges, famous libraries and other buildings, in which well-known scientists made their discoveries. Then, visit Blenheim Palace, which is located in Woodstock, just 8 miles from Oxford. It was built to reward John Churchill for his victory over the French in 1704.

B. Kenwood House

Set in the beautiful park of Hampstead Heath, Kenwood House is one of the most magnificent visitor attractions. This elegant villa houses a superb collection of portraits by great Elizabethan masters. Don't miss the chance for an educational walk through woods and meadows full of rabbits, birds and butterflies.

C. Beamish Museum

Beamish Museum, set in over 300 acres, recreates life in the North of England in the early 1800s. Guides wearing 19th century clothes welcome visitors and explain how local people lived and worked then. Step on board our trams and we'll transport you into the past. A favourite of British directors, the place has been used as a location for many historical drama series.

D. Weald and Downland Open Air Museum

This is a very special place with a fascinating collection of nearly 50 old houses, dating from the 13th to the 19th century. They have been saved from destruction and rebuilt to their original form. You can see a majestic farmhouse from Kent, a market hall from Hampshire, a Victorian school and a medieval shop. Walk around this unique place and feel as if you were on a film set.

E. The Cuming Museum

The museum tells the history of Southwark through many unusual objects. It will be of interest to those who like archaeology and social and natural history. Opened in 1906, the museum was a gift from a father and son, Richard and Henry Cuming, who for over 100 years put together these unique items. The museum offers a variety of activities for visitors, including making historical costumes.

adapted from www.holidaydestinationsguide.com

Which offer is best for someone who wants to		
4.1.	see exhibits collected by members of one family?	
4.2.	visit a tourist attraction connected with a historical hero?	
4.3.	admire paintings by famous artists?	
4.4.	visit a place where famous people worked?	
4.5.	tour a place where a lot of films were made?	
4.6.	enjoy some wildlife as part of the visit?	
4.7.	see buildings from different historical periods in one place?	

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.

AN AMAZING DOG

'He's such a good dog, so calm and relaxed.' This is what everyone says about my four-year-old black Labrador, Ozzi. He has been that way since he was a puppy. He doesn't like to run or jump and he hates to swim, but he comes when I call him. When I walk in the door, he greets me, so excited to see me.

'He would be the perfect therapy dog,' my grandmother said, but I wasn't sure if I should really get Ozzi (and myself) involved because I didn't understand how my lazy dog could help people. However, I decided to try. I contacted a local organization called *Faithful Friends*. Ozzi had to go through a training programme and some tests to make sure he was a good choice.

Ozzi passed the tests (I don't know how), and we were asked to visit rehabilitation homes every other Tuesday. It was difficult for me to imagine exactly what Ozzi and I would do there and how that would help anyone. Our first visit was to a rehabilitation home where people live when they are recovering from serious operations. Five minutes after our arrival, we noticed a man who looked very sad and lonely. It was heartbreaking. However, as soon as he saw Ozzi, he sat up in his wheelchair, smiled, and called us over. His name was John, and he had had an accident months before. He was still not able to go back home to his black Labrador. He missed his dog, so just being near a dog so much like his own really made him happy. He showed me a picture of Maggie, who really looked like Ozzi. John looked forward to our visits, and we continued to see him until he was well enough to return home to live with his dog.

Another patient was Elli, who loved to play with Ozzi. She liked to talk about how she used to have a little poodle that was like a baby to her, and I think being around Ozzi brought back those good memories.

Meeting these people and many others opened my eyes to the benefits of using dogs for therapy. I have realized that the best thing Ozzi has ever done is to be a good friend to those who need one.

adapted from www.teenink.com

		T	F
5.1.	Ozzi has always been an energetic dog.		
5.2.	Ozzi's owner believed the dog would do well in the tests.		
5.3.	After the tests Ozzi's owner was asked to look after John.		
5.4.	Ozzi's first visit to a rehabilitation home was a success.		
5.5.	Both John and Elli had some experience in keeping a dog.		
5.6.	The text explains why it was impossible for Ozzi to be a therapy dog.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (7 pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C albo D.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

SILAS MARNER

Silas Marner moved to the village of Raveloe. He lived in a small house outside the village. Not many people came near it. They knew Silas was a strange man, and they were a little afraid of him. He was a mysterious person for the villagers. He lived alone and had very little contact with other villagers. He went to work and came back home. He never invited people to his house, and he never went out to meet the other men from the village. There was another reason why the villagers were afraid. When Silas was angry, he looked at people in such a way that they felt frightened and uneasy.

One day the noise coming from the house attracted the attention of some village boys. They came close to Silas's house and stood there listening. When Silas saw them, he opened the door and, without a word, he fixed his large brown eyes on the boys. He looked hard at them because he could not see very well. But the boys did not know this. They ran away in fear.

Silas was not interested in the village people. He was only interested in his work. He worked all day and far into the night. In this way he didn't think about his past. He hated the past. And the troubles from the past hurt him less when he worked. Because he worked so hard, he earned a lot of money. There was no one else who could do his job in Raveloe, and people paid for his work in gold and silver coins. He spent little on himself, but he got more and more interested in gold and silver. Every night he took the coins out and counted them. He loved their shape and colour and their shining faces.

He kept them in a metal box under his bed. He took some stones out of the floor and made a hole. Each night, after counting the coins, he returned the box to the hole. Then he put the stones back, and covered them with sand from the garden. He wasn't afraid of thieves, he just wanted to have the money close at hand. He couldn't imagine putting it in a bank.

Year after year Silas worked and filled the metal box with coins. He still lived alone in the same house. Hard work changed the shape of his back, his arms and legs. He could not stand up straight any more. He was not yet forty years old, but his face was already dry and yellow like an old man's.

Fifteen years passed. It is a long time, but Silas Marner's life showed little change. At night he closed his doors and took out his money. Just looking at it made him happy. Because the metal box was too small to hold it all, he put the money into two bags. In both bags there was more gold than silver. He spent some small silver coins on his own needs. He often pushed his hands through the coins and counted them. 'And others are on their way,' he used to say to himself.

adapted from www.penguinreaders.com

6.1. People were afraid of Silas because

- A. they knew the story of his past.
- B. he never left his house.
- C. there was something scary in his eyes.
- D. he lived in a strange house.

6.2. In the second paragraph we learn that Silas

- A. didn't like boys making a lot of noise.
- B. shouted a lot when he got angry.
- C. wanted to frighten the boys.
- D. had problems with his eyesight.

6.3. Silas worked hard

- A. to forget about something.
- B. to buy more and more gold.
- C. to have no competition in his job.
- D. to impress people in the village.

6.4. Where did Silas hide the money?

- A. in a hole in the floor
- B. in a metal box in the garden
- C. in a hole in the stone wall
- D. in a metal box in his bed

6.5. What changed over the years?

- A. Silas's life
- B. Silas's appearance
- C. Silas's work
- D. Silas's daily routine

6.6. Silas put the money in two bags

- A. to make it more difficult to steal.
- B. to separate the gold from the silver.
- C. because there was so much of it.
- D. because it was easier to count it this way.

6.7. The text is about

- A. a mysterious person whose secret was discovered.
- B. a rich man who lost all his money.
- C. an unhappy person who gave away everything he had.
- D. a hard-working man who loved money.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

WYPOWIEDŹ PISEMNA

Zadanie 7. (5 pkt)

Studiując w Londynie, znalazłeś/łaś ogłoszenie osoby, która chce sprzedać kilka mebli. Napisz wiadomość e-mail do autora ogłoszenia.

- Napisz, którym meblem jesteś zainteresowany/a.
- Poproś o dokładniejszy opis tego mebla.
- Przedstaw swoje oczekiwania odnośnie ceny.
- Poproś o spotkanie w celu obejrzenia mebla.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów. Oceniana jest umiejętność przekazania wszystkich informacji (4 punkty) oraz poprawność językowa (1 punkt).

CZYSTOPIŚ

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	

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

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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*)