

Miejsce na identyfikację szkoły

**ARKUSZ PRÓBNEJ MATURY
Z OPERONEM
JĘZYK ANGIELSKI
POZIOM PODSTAWOWY**

**LISTOPAD
2013**

Czas pracy: 120 minut

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. 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.–6. oceniane będą tylko odpowiedzi zaznaczone na karcie.

Życzymy powodzenia!

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

Wpisuje zdający przed rozpoczęciem pracy

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PESEL ZDAJĄCEGO

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**KOD
ZDAJĄCEGO**

ROZUMIENIE ZE SŁUCHU

Zadanie 1. (4 pkt)

Usłyszysz dwukrotnie cztery wypowiedzi na temat książki zatytułowanej „Real Love”. Do każdej wypowiedzi (1.1.–1.4.) dopasuj właściwe zdanie (A–E), wpisując odpowiednią literę do tabeli.

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

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. I don't agree with a single word in this book.
 B. This book brings me mixed feelings about the author and his views.
 C. I find this book instructive and didactic, especially for the youngsters.
 D. The books of this kind have started to irritate me as they generalize people.
 E. This book has helped me to understand my children better.

1.1.	1.2.	1.3.	1.4.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. (6 pkt)

Usłyszysz dwukrotnie wypowiedź na temat nadawania restauracjom gwiazdek Michelin. Zaznacz w tabeli znakiem X, które zdania (2.1.–2.6.) są zgodne z treścią nagrania (T – true), a które nie (F – false).

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

		T	F
2.1.	One star signifies exceptional cuisine.		
2.2.	There are five criteria that are judged.		
2.3.	Decor and service have no influence on star ratings.		
2.4.	There are 40 Michelin inspectors who visit restaurants.		
2.5.	The inspectors introduce themselves during ordering.		
2.6.	Your opinion has no chance to be taken into account.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. (5 pkt)

Usłyszysz dwukrotnie fragment rozmowy rekrutacyjnej. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B lub C.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

3.1. Mrs Brandies is

- A. working as a professional traveler.
- B. working as an importer.
- C. applying for a job.

3.2. Mrs Brandies has been working in the accounting department

- A. for half a year.
- B. for a month.
- C. for the past three years.

3.3. In one of her jobs, she used to travel

- A. once a week.
- B. from time to time.
- C. once a month.

3.4. Mrs Brandies left her previous job because

- A. she was no longer interested in it.
- B. she was offered a better job.
- C. Frank and Banowitz required a lot of traveling from her.

3.5. Recent few years Mrs Bradies has spent working as

- A. a consultant.
- B. a teacher.
- C. an inspector.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU

Zadanie 4. (5 pkt)

Przeczytaj tekst. Zaznacz w tabeli znakiem X, które zdania (4.1.–4.5.) są zgodne z treścią tekstu (T – true), a które nie (F – false).

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

BICYCLE HISTORY – THE BEGINNING OF A BIKE

One of Leonardo Da Vinci's students in the 1490s made rough drafts of a bicycle. They were found among Da Vinci's writings for the Italian government in 1966 by a group of monks. What is realized with these findings is that in the 1490s all the parts of a bicycle were available to inventors and the public. Inventors were thinking about how to use the parts as well, but didn't think about putting them together. There weren't many human powered vehicles before the 19th century because they weren't considered to be a sensible way of getting around.

In 1680 Stephan Farffler created a tricycle to drive himself to church each Sunday. His tricycle was hand-cranked and was later turned into a quadricycle, a bicycle with four wheels.

In 1817 among the forests near central Germany a new kind of bike was created by Baron Karl von Drais. The bicycle was wooden with two wheels, a seat and handle bars. It was the fastest thing of its time with speeds of 10 miles per hour. The hard part about the bicycle was that it was without pedals. One would use their feet and push while the wheels rolled on the ground. Drais' machine was patented on the 12th of January 1818 in Baden. The new vehicle was called the Draisienne, after the inventor's name.

In the 1820s there was a new more improved bicycle made nicknamed the Dandy Horse. One of the reasons this bicycle succeeded was that Denis Johnson, the maker of this bicycle, had much better marketing skills than Baron Karl von Drais. That made the Dandy Horse easier to introduce to the public. The bicycle had bigger wheels which made for a more comfortable ride.

The first modern day bicycle was made in 1839 by Kirkpatrick Macmillan, a blacksmith living in a village near Dumfries, Scotland. It was made to go 140 miles per hour in 1842. The bicycle that was made by Kirkpatrick Macmillan was copied by Thomas McCall in 1860. His bikes were used in many Glasgow races. Pierre Michaux and his son Ernest is credited with the creation of the bicycle pedal in 1861. In 1866 the first patent in the United States was taken out by James Carroll. Bikes with pedals and cranks were introduced in 1868-1869. Simultaneously, rubber tires were used for the first time.

adapted from www.library.thinkquest.org

		T	F
4.1.	Leonardo DaVinci was an inventor of the first bike.		
4.2.	The Draisienne consisted of two wheels, a seat, a bar and two pedals.		
4.3.	Denis Johnson was not only an inventor but also a good businessman.		
4.4.	The Draisienne had smaller wheels than the Dandy Horse.		
4.5.	Thomas McCall used the project of a bike made by Macmillan.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (9 pkt)

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

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

SAFETY AT HOME

Make your home safer

Many accidents are caused through carelessness – leaving toys lying on the stairs, putting a child in a bath that's too hot, or carrying a hot drink while you're carrying your child. It's impossible to child-proof your home completely, but there are steps you can take to reduce the risks. The Child Accident Prevention Trust has detailed advice on what to do. First, fit child-proof locks on cupboards where you keep cleaning products – many contain hazardous chemicals. Remember to use a stair guard for very young children. Always put cold water in the bath tub first and then add hot, not the other way around. Don't use a tablecloth if you have a crawling or toddling child. It's important to get down on your hands and knees to view potential hazards from a child's perspective. Move furniture such as beds, sofas and chairs, away from windows to prevent children climbing up and falling out. Moreover, keep knives, razors, sewing kits and DIY tools locked away. Finally, make sure your garden is safe - if you have a pond, put a fence around it.

Be careful with fire

Fire is the biggest killer of children in the home – about 35 children in the UK are killed every year by fire and 1,200 children under the age of 11 are injured. Installing a smoke alarm is the single most important thing you can do to protect your family. Fit smoke alarms and test them regularly. Put one on every floor of your house. Most fires break out between 10pm and 8am when you're likely to be asleep. To minimize the risk of fire: keep matches, lighters and candles in a place where children cannot see or reach them. Put a childproof fireguard in front of an open fire or heater. Never leave children alone in the kitchen when you're cooking and don't overload electrical sockets.

Plan ahead

Everyone in your family – including children – needs to know what to do in the event of a fire starting. If you have a child under five, make sure they know to tell an adult if they discover a fire and that they must never hide – many young children think hiding from a fire is the best way to deal with it. If your child is aged over five – plan and practise an escape route. Make sure they know the easiest way to get out of your house or flat and practise regularly. Make sure your children know where keys are kept – it's important to keep door and window keys in the same place. Explain what to do if they can't get out – show them the best room to take refuge in, for example, a room with a window and a flat roof outside. Discuss how to call 999 - make sure your children know the number and your home address off by heart and tell them about the dangers of phone jokes.

Mind the bath conditions

Every year about 437 children under five are seriously scalded in the bath. Hot bath water is the number one cause of severe scalding injuries among young children. Always run cold water first and then add the hot to get it to the right temperature and use your elbow to test the temperature for about a minute before you put a baby or child in the bath. Never leave a child unsupervised in a bathroom, even for a moment. Thermostatic mixing valves in the hot water system ensure a controlled amount of water at a safe temperature.

adapted from www.bbc.co.uk

5.1. You should always remember to hide and lock

- A. games connected with hazard.
- B. all chemicals in the house.
- C. hot drinks.

5.2. If you have a crawling or toddling child

- A. never use any tables.
- B. never use clothes.
- C. never put a tablecloth on the table.

5.3. If you have a water basin in the garden

- A. put a barrier around it.
- B. let children play in it.
- C. put some fish into it.

5.4. Always remember to

- A. wash all the floors and the windows in your house.
- B. get rid of razors, knives and sewing kits.
- C. move all pieces of furniture such as sofas or chairs away from windows.

5.5. Smoke alarms should be

- A. put in every room in the house.
- B. checked very often.
- C. changed at least once a year.

5.6. If your children are four or younger you ought to tell them that in case of fire

- A. they should hide at once.
- B. they must remember where the keys are kept.
- C. they should find an adult immediately.

5.7. The escape route in case of fire should be

- A. planned earlier and practised from time to time.
- B. explained to children under five living in the house.
- C. as short as it can be.

5.8. Explain to your children that phone jokes

- A. are for adults only.
- B. have dangerous consequences.
- C. are made between 10 p.m. and 8 a.m.

5.9. If you don't want your child to get burnt it is important to

- A. pour cold water before hot while preparing a bath.
- B. always check the temperature with a thermometer.
- C. let the child prepare the bath on his or her own.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (6 pkt)

Przeczytaj sześć krótkich tekstów. Do każdego fragmentu tekstu (6.1.–6.6.) dopasuj właściwą kategorię (A–G), wpisując odpowiednie litery do tabeli.

Uwaga: jedna kategoria została podana dodatkowo i nie pasuje do żadnego fragmentu.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

6.1.

The President is not in his office at this time. Please leave your name, phone number, the name of the country you wish to invade, and the secret password.

6.2.

Well, I don't think the witness that is being interviewed right now is telling the whole truth, Your Honour. The members of the Jury also don't look convinced.

6.3.

I suppose that the presidents of the company have made the right decision in this case. The contract looks very promising and it may help us to develop.

6.4.

Once upon a time there was a beautiful princess living in a huge castle. The princess seemed to be happy but she wasn't. The prince that was to be her husband had been taken by an evil witch. The witch put a spell on him.

6.5.

A mother and her child are at a wedding. A little boy looks at his mom and says, „Mommy, why does the girl wear white?” His mom replies, „The bride is in white because she's happy and this is the happiest day of her life”. The boy thinks about this, and then says, „Well then, why is the boy wearing black?”

6.6.

Mike, it's so beautiful in here! You've got to see this place yourself. I'm officially the biggest fun of Scotland. Maybe we will come here next holidays together? How about that? Vicky

adapted from www.kidsjokesoftheday.com

- A. a joke
- B. a funny phone call conversation
- C. a witty answering machine message
- D. a bedtime story
- E. a business meeting
- F. a trial in court
- G. a postcard from a teenager

6.1.	6.2.	6.3.	6.4.	6.5.	6.6.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

CZYSTOPIŚ

[illegible]

	TREŚĆ				POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4		
Liczba punktów	0–1	0–1	0–1	0–1	0–1	

- podasz rodzaj konkursu, w którym brałaś/brałeś udział i poinformujesz o zajęciu pierwszego miejsca,
- napiszesz, jak dowiedziałaś/dowiedziałeś się o konkursie i kto cię namówił do wzięcia w nim udziału,
- opisziesz swój występ/dzieło, dzięki któremu wygrałaś/wygrałeś konkurs i opowiesz, jak wyglądały twoje przygotowania do konkursu,
- wyrazisz swoje zdanie na temat tego, czy warto brać udział w konkursach talentów i zapytasz przyjaciółkę/przyjaciela o opinię na ten temat.

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

CZYSTOPIŚ

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

Język angielski. Poziom podstawowy
Próbna Matura z OPERONEM i „Gazetą Wyborczą”

Więcej arkuszy znajdziesz na stronie: arkusze.pl

	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

