

WPISUJE ZDAJĄCY

KOD

--	--	--

IMIĘ I NAZWISKO *

--

* nieobowiązkowe

PRÓBNY EGZAMIN MATURALNY Z NOWĄ ERĄ JĘZYK ANGIELSKI – POZIOM PODSTAWOWY

dysleksja

Instrukcja dla zdającego

STYCZEŃ 2016

1. Sprawdź, czy arkusz egzaminacyjny zawiera **12** stron (zadania **1–10**) i kartę odpowiedzi. Ewentualny brak stron zgłoś nauczycielowi nadzorującemu egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
3. Rozwiązania zadań zaznacz na karcie odpowiedzi w części przeznaczonej dla zdającego, zamalowując odpowiedni **■**. Jeśli się pomylisz, błędne zaznaczenie otocz kółkiem **○** i zaznacz inną odpowiedź.
4. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
5. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
6. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
7. Na tej stronie i na karcie odpowiedzi wpisz swój kod oraz imię i nazwisko.
8. Nie wpisuj żadnych znaków w części przeznaczonej dla osoby sprawdzającej.

**Czas pracy:
120 minut**

**Liczba punktów
do uzyskania: 50**

Zadanie 1. (0–5)

Usłyszysz dwukrotnie tekst o eksperymencie w szkolnictwie. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		T	F
1.1.	The experiment took place in an elementary school.		
1.2.	The teachers thought that they would have better results in a small group.		
1.3.	The pupils felt better in smaller classes.		
1.4.	Small groups performed better in subjects such as physics and maths.		
1.5.	The experiment showed that teaching methods have a greater influence on results than the number of pupils in a class.		

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi o tym, jak młodzi ludzie radzą sobie ze stresem. Do każdej wypowiedzi (2.1.–2.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.

Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A. reminds you to take care of yourself.
- B. listened and followed the advice of a professional.
- C. advises you to communicate with others.
- D. understands that it's good to control your work and decide what's important.
- E. finds it difficult to cope with stress because of his final exams.
- F. believes in himself and is optimistic.

2.1.	2.2.	2.3.	2.4.	2.5.

Zadanie 3. (0–5)

Usłyszysz dwukrotnie horoskop dla pięciu znaków zodiaku. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.

Tekst 1.

3.1. This prediction says that

- A. your friends will be angry.
- B. you will offend your friends.
- C. you will solve the situation if you are patient.

Tekst 2.

3.2. Aquarians should be careful because

- A. Mars crosses the path of Saturn.
- B. they need to impress their boss.
- C. their colleagues are not punctual.

Tekst 3.

3.3. Pisceans may expect

- A. to meet an interesting person if they are not single.
- B. their romance will make their friends happy.
- C. to fall in love with an interesting person.

Tekst 4.

3.4. Why is this prediction so pessimistic?

- A. You will probably quarrel with your friend.
- B. You will have to spend a week at home.
- C. Your friend will have a breakdown.

Tekst 5.

3.5. What can't people born under the sign of Taurus do?

- A. move house
- B. do too many physical activities
- C. lose weight

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. PERSONAL ITEMS OF FAMOUS WRITERS
- B. WHERE FAMOUS MUSICIANS STUDIED
- C. A SHORT HISTORY OF THE MUSIC INDUSTRY
- D. COME AND HAVE A DRINK
- E. THE PLACE TO BEGIN YOUR JOURNEY
- F. A MIXTURE OF HISTORY AND EDUCATION

A TRIP TO DUBLIN

4.1.	
------	--

The Guinness Storehouse, built in the early 20th century, is a good place to start your trip in true Irish style. During those years it was a brewery at St. James's Gate, and today visitors can observe the brewing process of the famous Irish stout.

4.2.	
------	--

Now you can make your way to the cultural and social centre of Dublin. In Cecilia Street stands the 'wall of fame' where you can find images of Ireland's greatest contemporary rock stars, such as Gary Moore and U2. The STS studio, where the early U2 LPs were created, is situated on the same street.

4.3.	
------	--

One place you can't miss is Trinity College – one of the best universities in the world. Among the most famous students who graduated from Trinity were Jonathan Swift, Oscar Wilde and Samuel Beckett. Remember to visit the most stunning part of the university – its library, well-known for its collection of illuminated manuscripts dating back to 800 AD.

4.4.	
------	--

The Dublin Writers Museum is of great interest for tourists coming to Dublin. The museum has in its possession the first edition of *Dracula* by Bram Stoker and *Gulliver's Travels* by Jonathan Swift. You may also learn about the writing tools used by Joyce and see the desk G.B. Shaw sat at.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–3)

Przeczytaj trzy teksty opisujące ważne momenty z życia. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B albo C.

Tekst 1.

Henry: Ladies and gentlemen. First, I would like to say how pleased Katy and I are to have you here at our wedding reception, and how grateful we are for all the generous gifts we have received. My wife and I – it won't be a long time before I can say that as naturally as other married men do it – my wife and I will be delighted to meet you in our new home, after our honeymoon, of course.

5.1. Henry wants to

- A. invite everybody to his wedding.
- B. thank the guests for the presents he and his wife got.
- C. meet the guests before going on honeymoon.

Tekst 2.

Adam: I knew I had overslept. No, not again, not today! I had to hurry up. I went through my wardrobe frantically. The interview I had ahead was the most important in my life. So much depended on it. I really needed to change something in my life. I should have stable work, not a part-time occupation. I looked at my watch. There was still a chance...

5.2. Adam was nervous because he

- A. had a meeting about a new job.
- B. had a business meeting with his boss.
- C. he was sure he wouldn't be on time.

Tekst 3.

Steve: I'm always sentimental on my birthday. You ask me what I liked about the 90s? Well, England did brilliantly in Euro 96! And I met my present wife. As to the fashion back then, I think that baggy clothes were definitely the trend. I used to wear baggy jeans and tracksuits which would've fitted my overweight grandpa! The trainers with luminous laces were cool, too. When I was a teenager, my friends were into dance music but in my opinion it was rubbish.

5.3. Steve says that

- A. fashion in the 90s was awful.
- B. music in the 90s was great.
- C. wearing loose outfits was cool.

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 albo D.

THE LEGENDARY HARLEY-DAVIDSON

Motorbikes are not just a means of transport that get us from one place to the another. If you ride a motorbike, it means you want to send the message to the world that you are independent, wild, a rebel. However, no one is more of a rebel than someone who rides a Harley-Davidson. Perhaps that explains why this bike is so popular with film stars, rock stars and celebrities.

Bill Harley and Arthur Davidson made their first motorcycle in 1903. By the 1930s, the look of a motorbike had become more important to designers and customers, and Harley and Davidson paid special attention to the finished appearance of their bikes. However, their machines were still fast and efficient.

For some time in the 70s, Harley-Davidsons were used by the police, but then they switched to Japanese motorbikes, which were not so expensive. Later, fortunately for American industry, Harley-Davidson bikes took over again.

Our image of the bikes as a sign of rebellion dates back to the 50s, when the first motorbike gangs emerged. Later they were depicted in many films, riding along the highway and causing terror wherever they went.

Nowadays, the motorbike, or chopper (as it is sometimes called), is out of fashion. People want something different. The 'rebels' have changed too. The scruffy biker you can see on his Harley-Davidson at weekends is more likely to be a lawyer or an accountant during the week. But the motorbike still deserves to be called a symbol of freedom.

6.1. People who ride Harley-Davidsons

- A. want to feel rebellious.
- B. often send messages to other people.
- C. need to get to a certain place.
- D. don't have jobs.

6.2. Bill Harley and Arthur Davidson

- A. made their first bike in the 19th century.
- B. cared about the appearance of the motorbike.
- C. didn't pay any attention to the look of the bike.
- D. wanted their motorbike to become slower and inefficient.

6.3. The Police Department

- A. used only Japanese motorbikes.
- B. used Harley-Davidson motorbikes because they were inexpensive.
- C. eventually returned to Harley-Davidson motorbikes.
- D. wanted to support local industry.

6.4. The last paragraph says that

- A. these days a chopper is as popular as ever.
- B. the motorbike is not a symbol of freedom.
- C. lawyers and accountants are scruffy.
- D. the 'rebels' are different now.

6.5. The text tells us

- A. a story about freedom and independence.
- B. about famous people who ride Harley-Davidson motorbikes.
- C. how motorbike gangs originated.
- D. the story of Harley and Davidson's creation.

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.

With the growing popularity of computers and computer games, many parents feel that by buying one for their children they provide them with a useful educational tool. It is true computers can play an educational role in children's lives, but more often they make kids disappear into their rooms. Contrary to parents' wishes, computers are usually used only for playing games. **7.1.** ____ Children don't do their homework, and they are tired the next morning. Their school performance gets worse. However, not only children can get hooked. A lot of adults are so involved in playing games or surfing the Net that they forget about their duties. **7.2.** ____ However, psychiatrists warn that children are more prone to be addicted. They forget how to play with other children and how to talk with them. **7.3.** ____ They believe their best friend is their computer.

- A. Eventually they become afraid of other people.
- B. Parents spend a lot of money on educational programmes.
- C. One man admitted spending 36 hours 'saving the world' in one game.
- D. Computers help their professional lives.
- E. They don't help education at all.

PRZENIEŚ ROZWIĄZANIA ZADAŃ 6. I 7. 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 albo C.

FIRST FOOTING

In old times it was believed that the first person **8.1.** _____ one's house on New Year's Day could bring good or bad luck. Therefore people tried to arrange for the person **8.2.** _____ their own choice to be standing outside their houses ready **8.3.** _____ the moment midnight struck. Usually a dark haired man was chosen, never a woman, as women would **8.4.** _____ bad luck. The first guest was to carry three articles: a piece of coal to keep us warm, a silver coin to wish us wealth, and a piece of bread to wish us food. This custom can be still **8.5.** _____ in Scotland.

8.1.

- A. visited
- B. to visit
- C. to visited

8.2.

- A. for
- B. of
- C. by

8.3.

- A. to be let on
- B. to let in
- C. to be let in

8.4.

- A. bring
- B. give
- C. make

8.5.

- A. performed
- B. celebrated
- C. observed

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–5)

W każdym minidialogu 9.1.–9.5. wybierz właściwe uzupełnienie zdania (A–C). Zakreśl literę A, B albo C.

9.1. X: Would you do me a favour?

Z: Yes. What can I do for you?

X: If you meet George tonight, _____ please.

A. tell him I'd like to speak to him,

B. ask him I will talk with him,

C. you will tell him I'll speak with him,

9.2. X: Have you seen this film?

Z: Yes, I have.

X: _____

A. Have you liked it?

B. Did you like it?

C. Do you like it?

9.3. X: Would you like to go to the cinema tomorrow?

Z: I'd love to, but I have to _____ my sister's baby.

A. look for

B. look up to

C. look after

9.4. X: How old is your dog?

Z: Well, I _____ for six years, so he's six years old.

A. have him

B. am having him

C. have had him

9.5. X: Look at that boy over there!

Z: Yes, I can see him. He _____ out of the tree.

A. is going to fall

B. will fall

C. falls

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 10. (0–10)

Napisz e-mail do kolegi/koleżanki z Anglii, w którym zaprosisz go/ją na swoje 18. urodziny do Polski. W swoim e-mailu:

- poinformuj, gdzie i kiedy zorganizujesz swoje przyjęcie,**
- wyjaśnij, jak ważny jest dla Ciebie jego/jej przyjazd,**
- opowiedz, kogo zapraszasz i jakie będą atrakcje,**
- opisz problem, jaki pojawił się w trakcie Twoich przygotowań.**

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są podane). Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

Podpisz się jako XYZ.

CZYSTOPIS

Hi Ann,

I'm sorry I haven't written for so long. I have had a busy time lately.

Firstly, I'd like to invite you to my 18th birthday party. Yes! I am an adult with all the consequences and pleasures resulting from that fact.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

BRUDNOPIS (*nie podlega ocenie*)

WPISUJE ZDAJĄCY

KOD

--	--	--

IMIĘ I NAZWISKO *

* nieobowiązkowe

KARTA ODPOWIEDZI

Nr zad.	Odpowiedzi					
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"/>				
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"/>
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"/>			
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"/>
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"/>			

Nr zad.	Odpowiedzi				
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"/>	
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"/>
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"/>		
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 SPRAWDZAJĄCY

Nr zad.	Kryterium	Liczba punktów				
		0	1	2	3	4
10	Zgodność	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Spójność	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Zakres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Poprawność	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		