



WPISUJE ZDAJĄCY											
KOD	PESEL										
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*Miejsce
na naklejkę
z kodem*

dysleksja

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM PODSTAWOWY

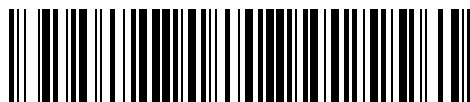
SIERPIEŃ 2014

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.

**Czas pracy:
120 minut**

**Liczba punktów
do uzyskania: 50**



MJA-P1_1P-144

ROZUMIENIE SŁUCHANEGO TEKSTU**Zadanie 1. (5 pkt)**

Usłyszysz dwukrotnie wypowiedź na temat sposobu odżywiania. 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.	Jane's mum is too busy to cook at home.		
1.2.	Some time ago Jane decided to change her diet and lifestyle.		
1.3.	Jane and her father would like to eat the same kind of food at home.		
1.4.	Thomas is teaching Jane how to cook.		
1.5.	Jane gives a recipe for one of her favourite dishes.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**Zadanie 2. (5 pkt)**

Usłyszysz dwukrotnie pięć wypowiedzi na temat kotów. Do każdej z nich (2.1.–2.5.) dopasuj nagłówek podsumowujący jej treść (A–F). Wpisz rozwiązania do tabeli.

Uwaga: jeden nagłówek został podany dodatkowo i nie pasuje do żadnej wypowiedzi.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

A.	DON'T BUY A PET, ADOPT ONE
B.	FALSE ALARM
C.	FIRST STEPS IN PUBLIC FOR UNUSUAL ANIMALS
D.	ONE CAT'S VIEW OF THE WORLD
E.	CAMERAS HELPING TO PROTECT CATS
F.	A SAD SEASON FOR SOME PETS

2.1.	
2.2.	
2.3.	
2.4.	
2.5.	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. (5 pkt)

Usłyszysz dwukrotnie wywiad z twórcą komiksów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

3.1. When Steve was at school, he

- A. made a drawing on a piece of classroom furniture.
- B. was encouraged to take extra drawing classes.
- C. prepared a Mickey Mouse cartoon for an art contest.

3.2. When Steve was a beginner cartoonist, he

- A. couldn't decide on the colours in his drawings.
- B. accidentally destroyed his own cartoon.
- C. heard opposing views on his work.

3.3. Which is TRUE about Steve's work experience?

- A. He had to do different jobs to make a living.
- B. He couldn't decide which job was best for him.
- C. He used to work as an office cleaner to earn money.

3.4. According to Steve, a beginner cartoonist should

- A. decide on one technique and stick to it.
- B. invest a lot of money in drawing materials.
- C. browse the web for tips on making a cartoon.

3.5. When answering the last question, Steve

- A. presents different job opportunities.
- B. describes how he got a job on television.
- C. suggests how to improve drawing skills.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU**Zadanie 4. (7 pkt)**

Przeczytaj tekst. Dobierz właściwy nagłówek (A–H) do każdego fragmentu tekstu (4.1.–4.7.). Wpisz odpowiednią literę w każdą kratkę.

Uwaga: jeden nagłówek został podany dodatkowo i nie pasuje do żadnego fragmentu tekstu.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. Choose a flatmate carefully.
- B. Remember to pay the rent on time.
- C. Spend money on furniture wisely.
- D. Inform the owner about necessary repairs.
- E. Look for offers in different places.
- F. Make a list of all the items in the flat.
- G. Try to negotiate the rent.
- H. Look around the area.

TIPS FOR RENTING A FLAT

4.1.	
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Spend plenty of time checking the location. Make sure you like the place you are going to live in. Take a walk around. In this way you'll know where the nearest shop or post office is and if the place is safe. If you want to rent with a flatmate, examine the neighbourhood together.

4.2.	
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Don't just walk into the first estate agent's office you see. Large firms have a wide range of flats to rent but check out local property agencies and private landlords, too. Check on notice boards in supermarkets or on the Internet. A good place to search for independent agents online is www.loot.co.uk, which covers the entire UK.

4.3.	
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If you want to rent with somebody, think if your lifestyles will match. For example, if you have to get up early in the morning for work, you won't enjoy living with someone who gets home at midnight. Remember that money and housework are the most common causes of quarrels, so make sure you sort out everything before the person moves in.

4.4.	
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The rent is something you can discuss with the landlord. If he wants to rent out the flat quickly, you might have a chance to get a better deal. Make an offer lower than the rent asked for. It is often possible to get a reduction.

4.5.	
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Make a record of all the furniture and equipment in the flat. If you don't go through everything, then you might have to pay for missing things when you move out. It's not just furniture that needs checking, also carpets, curtains and kitchen equipment.

4.6.	
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It's the landlord's business to keep everything in good condition. So, if a washing machine or any other equipment in the flat you rent stops working, you should let him know so that he can fix it. Don't be shy to report any difficulties to the landlord.

4.7.	
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Get all the finances sorted properly every month. A person who doesn't pay regularly might have problems. If you forget to pay, your landlord won't help you in a difficult situation, for example, when you want to change an oven in the kitchen or when the fridge stops working.

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.

ENGLISH ASSIGNMENT

I first met him in an English class. We were put into groups to do an assignment on *Macbeth*. Me, Jason and a girl named Amy Richmond were put together. After we had pulled our desks together, Amy announced she was “no good at this Shakespeare rubbish” and put her head down on her backpack. A second later, she was sound asleep. Jason just looked at her. “Well,” he said, opening his textbook, “I guess we should get started.”

Macbeth was totally confusing for me. I’d spent the entire weekend fighting with the old language and the strange names of the characters, unable to figure out the most basic aspects of the story. Luckily for me, Jason had already done a lot of group work before. So he opened his notebook at a clean page and pulled out a pen. “First,” he said to me, “let’s just get down the basic themes of the play. Then we can figure out what to write about.” I nodded. *Murder*, I watched him write. His handwriting was clean, block-style, and he moved across the page quickly. *Power. Marriage. Revenge. Politics*. It seemed like he could go on forever, but then he stopped. “What else?” he asked.

I glanced back down at my book, as if somehow the words there would suddenly form together into something logical. I could feel Jason looking at me, not unkindly, just waiting for me to cooperate.

“I don’t ... ” I said finally, then stopped. I sighed, then started over. “I don’t understand it. Actually.” I was sure, hearing this, he’d give me the same look he’d given Amy Richmond. But Jason surprised me, putting down his pen. “Which part?”

“Any of it,” I said, and when he didn’t roll his eyes as I’d been expecting, I added, “I mean, I know there’s a murder plot but the rest ... I don’t know. It’s totally confusing.”

“Look,” he said, picking up his pen again. “It’s not as complicated as you think.” He started turning the pages in his book, still talking, and pointed out a passage to me. Then he read it aloud, and as his finger moved across the words it was like he magically changed them and suddenly they made sense.

And I felt comfort. Finally. So I moved closer to him, and I’ve been there ever since.

adapted from The Truth about Forever by Sarah Dessen

		T	F
5.1.	Amy Richmond didn't help other students to do the task.		
5.2.	The narrator enjoyed reading <i>Macbeth</i> before the class.		
5.3.	Jason had earlier experience of working in a group.		
5.4.	Jason asked Amy to make notes during the class.		
5.5.	Thanks to Jason, <i>Macbeth</i> became easier to understand for the narrator.		
5.6.	The text is about a theatre performance at school.		

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.

HOW TO TAKE PICTURES

I am not a professional photographer, but people say that I take wonderful shots so I can give you some useful tips on taking pictures.

First you have to choose a camera. Don't buy the first thing you see in the shop. Think what kind of camera you want to have, how much you can spend on it, what kind of pictures you will be taking. Check prices in different shops. Before you make the final decision, choose a few models you like and read people's opinions about them on the Internet.

The camera I use is a fantastic digital camera. It takes super clear pictures and it's easy to use. The camera was more expensive than I expected, but its price was nothing compared to its quality, so I don't regret buying it. It has a lot of functions and a good flash. It did not take me long to learn to operate it and it's not very heavy, which is important for me because I travel a lot.

I am keen on photographing scenery, so I often go to a small village and take pictures of the mountains or the seaside. But city architecture makes great photos as well. I enjoy going to the centre and taking pictures of all the wonderful buildings there, especially at sunset. Then, even dirty streets can make great photos. You will find some examples of such pictures in the gallery on my website.

Taking good pictures of your pets may not seem difficult, but it's one of the hardest tasks. Very often they don't want to stop and pose for a photo. My cat, Oliver, is just like that. He is very active and he sleeps much less than other cats. When he sees my camera, he usually tries to escape. He's not afraid, he just wants to play with me instead of posing for photos. So I have to be patient. I wait for him to find a place to lie down, fall asleep or concentrate on something and that's when the magic happens. I have a huge collection of photos showing Oliver lying lazily in the sun or staring at the birds outside.

Let your pets do what they want to and use these opportunities. Take your pictures while they are sleeping or staring at a spider on the wall, whatever they like. Not all of them will be great at first, but you have to try. If you want to get even more interesting pictures, you can try to photograph your pet in action: jumping, running or swimming. I intend to give Oliver a special session like this next week. This will be a new experience for me.

I'm not very good at photographing people. When they pose for a photo, they often have a smile on their face but I feel they just pretend. I prefer to photograph people when they don't know that I'm taking the picture. To me, such photos tell us a story. It could be a photo of someone smiling in a funny situation in the street or a little girl crying because she is lost.

Remember that the best camera or a beautiful model is not enough. Great photos have to show something. It could be something you have planned to photograph for months or a photo of an event that happened unexpectedly when you were somewhere with a camera. The most important thing is the person operating the camera, his experience and his idea for the photo.

adapted from www.instructables.com

- 6.1. In the second paragraph, the author**
- A. describes how he bought his camera.
 - B. gives some advice on buying a camera.
 - C. recommends a good shop to buy a camera.
 - D. shows some disadvantages of digital cameras.
- 6.2. In the author's opinion, his camera**
- A. is worth the money he paid for it.
 - B. is heavier than he expected.
 - C. is difficult to operate.
 - D. needs a better flash.
- 6.3. What has the author not photographed so far?**
- A. his cat in action
 - B. architecture
 - C. dirty streets
 - D. the countryside
- 6.4. What does the author say about Oliver?**
- A. He hates lying in the sun.
 - B. He is afraid of the camera.
 - C. He spends most of the day sleeping.
 - D. He doesn't want to pose for photos.
- 6.5. When the author takes pictures of people, he**
- A. asks them to smile.
 - B. waits until they start to pose.
 - C. wants the picture to tell a story.
 - D. searches for people who wear funny clothes.
- 6.6. In the last paragraph, we learn that**
- A. great photographers always use a professional camera.
 - B. good photos are always planned much earlier.
 - C. the photographer's skills are very important.
 - D. a good photo needs a beautiful model.
- 6.7. In the text, the author**
- A. explains why he doesn't like digital cameras.
 - B. shares his experience of taking photographs.
 - C. instructs people on how to pose for photos.
 - D. recommends special courses for beginners.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

WYPOWIEDŹ PISEMNA**Zadanie 7. (5 pkt)**

Od niedawna uczysz się nowego języka obcego. Napisz wiadomość do kolegi z Anglii, w której poinformujesz:

- jakiego języka zacząłeś/zaczęłaś się uczyć
- dlaczego wybrałeś(-aś) ten język
- na jaką formę nauki się zdecydowałeś(-aś)
- co sprawiło Ci trudność w czasie pierwszej lekcji.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów. Oceniana jest 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	

BRUDNOPIS (*nie podlega ocenie*)