



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

MAJ 2011

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 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-112

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

Usłyszysz dwukrotnie wypowiedzi pięciu nastolatków wspominających swoje dzieciństwo. Do każdej osoby (1.1.–1.5.) dopasuj zdanie podsumowujące jej wypowiedź (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. I was late for my performance.
 B. I had an accident.
 C. I chose my future career.
 D. I disappointed one of my parents.
 E. I won a school competition.
 F. I got scared of performing in public.

1.1.	
1.2.	
1.3.	
1.4.	
1.5.	

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

Usłyszysz dwukrotnie komunikat dotyczący Dnia Sportu. 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
2.1.	On the Sports Day pupils should be at school by 9 o'clock.		
2.2.	Students need a special note from their parents to take part in competitions.		
2.3.	If it gets too hot, pupils will have regular lessons.		
2.4.	All competitors should wear their PE uniform.		
2.5.	The announcement is about safety rules during the Sports Day.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. (5 pkt)

Usłyszysz dwukrotnie wywiad z nastolatką, która jest znanym fotografem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B lub C. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

3.1. In childhood, Eleanor

- A. got her first camera for Christmas.
- B. photographed her toys and pets.
- C. won her first photo competition.

3.2. Which event was the most important one for her career?

- A. a magazine interview
- B. an exhibition in Bristol
- C. an offer from the BBC

3.3. On holiday, Eleanor likes taking photos of

- A. beautiful landscapes.
- B. tourist attractions.
- C. ordinary people.

3.4. When Eleanor was in Africa, she

- A. made many new friends.
- B. did some sightseeing with her old friends.
- C. had a photo session with her family.

3.5. Eleanor likes working with fashion models because they

- A. always show their real emotions.
- B. do exactly what she wants them to do.
- C. bring their own unusual clothes.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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

Przeczytaj tekst. Dobierz właściwy nagłówek (A–H) do każdego fragmentu tekstu. Wpisz odpowiednią literę w miejsca 4.1.–4.7. **Uwaga:** jeden nagłówek został podany dodatkowo i nie pasuje do żadnego fragmentu tekstu.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- | | |
|---------------------------------------|------------------------------|
| A. Buy local products | E. Share your travel books |
| B. Produce less rubbish | F. Find a green travel agent |
| C. Avoid flying | G. Drive less |
| D. Take part in local cultural events | H. Save energy |

GREEN TRAVEL TIPS

About 700 million people worldwide travel every year, which is harmful for the environment. There's a lot you can do to travel responsibly and reduce the environmental effects of travelling.

4.1. ____

The public transport system in Britain is excellent. Try to include car-free days into your holiday. Remember that cycling is a great environmentally friendly way to get around. And why not check if the place you want to visit is within walking distance? Sightseeing on foot will keep you fit!

4.2. ____

Hotels use large amounts of electricity to light rooms, do the laundry and heat water. In your accommodation, turn off the lights and take short showers instead of baths. Simple things like using your towels more than once or turning off the air-conditioning can make a big difference.

4.3. ____

Book flights with airlines that recycle packages left after serving food to passengers. In hotel rooms, reuse the plastic cups, or bring your own reusable cups. And do not take plastic bags for your shopping. It's really important to reduce waste.

4.4. ____

Do your shopping in small independent shops. Try regional food specialities and don't miss farmers' markets where you can discover delicious selections of meats, cheeses, and organic products.

4.5. ____

Once you've finished your trip, pass on your sightseeing guides and brochures to a friend or second-hand bookshop. You can also leave them at your hotel for another guest to use – that way you'll have less to carry back home and someone else will take advantage of local attractions.

4.6. ____

Did you know you can take connecting trains from hundreds of European destinations direct to London's King's Cross Station? Planes produce huge amounts of pollution, so whenever possible consider travelling by train or coach.

4.7. ____

Before you book a package tour or an excursion, ask the tour operator about group size and the hotels you are going to stay in. Remember that smaller groups and smaller hotels are better for the environment. Local tourist guides are also an advantage. They can tell you more about local culture than any travel book.

adapted from www.visitbritain.co.uk

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.

BEN & JERRY’S – THE MEN BEHIND THE ICE CREAM

Ice cream is a sweet treat that most people like. Although vanilla is the most popular flavor worldwide, the number of varieties and producers is endless. One of the best-known companies producing ice cream in America is Ben & Jerry’s. But who were Ben and Jerry and how did they succeed?

Ben Cohen and Jerry Greenfield were childhood friends and classmates who grew up in Brooklyn. They both had some experience of work while they were at school. Ben drove an ice cream truck and Jerry sold candy and snacks in the school cafeteria. However, after graduating from high school they went their own ways. Ben attended various colleges in the Northeast but failed his exams and decided to leave his studies to teach pottery on a working farm in the Adirondack region. Jerry attended Oberlin College where he studied medicine. After graduating, Jerry returned to New York to work as a lab technician. While working there, he shared a Manhattan apartment with Ben and that’s when they decided to go into the food business together.

At first they thought about making bagels or setting up a bakery but they found out that the necessary equipment was too expensive. Instead, they chose ice cream. They decided Burlington was an ideal location for an ice cream shop because it was a college town with many young people and virtually no competition. They moved out of New York, took a course in ice cream making and in 1978 opened the first Ben & Jerry’s in a converted gas station.

Their original ice cream shop became the locals’ favorite, not only thanks to its wonderful ice cream and creative flavors. Ben and Jerry also did their best to connect with the community by organizing special events, for example film festivals, and giving away free scoops of ice cream on the first anniversary of the store opening. The tradition still continues today, so if you happen to be in the US on the right day, you can also get your free scoop of Ben and Jerry’s ice cream.

adapted from www.entrepreneurs.about.com/od/famousentrepreneurs/p/benandjerrys.htm

		T	F
5.1.	When they were at school, Ben and Jerry did the same job.		
5.2.	They decided to set up an ice cream company when they were at university.		
5.3.	Ben and Jerry had other business ideas before opening an ice cream shop.		
5.4.	They opened their first ice cream shop in New York.		
5.5.	Ben and Jerry wanted to have good relations with the local people.		
5.6.	The text is about the most popular ice cream flavors in the USA.		

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 lub D.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

Mom got the postcard a few days ago. It says *Congratulations* in big curly letters, and at the very top is the address of Studio TV-15 on West 58th Street. After three years of trying, she has actually made it. She's going to be a contestant on *The \$20,000 Pyramid*, which is hosted by Dick Clark. At the bottom of the card there's the date she's supposed to show up, April 27.

On the postcard there's also a list of things to bring. She needs some extra clothes in case she wins and makes it to another show. I think she should definitely take some hats with her. Unlike me, Mom has glossy red hair which might distract viewers. She could also visit her hairdresser to have her hair dyed, but if I tell her so, she won't listen.

Yesterday Mom brought a big paper calendar from work and hung it on the kitchen wall. She drew a pyramid on April 27 and put dollar signs and exclamation marks all around it. Then, she went out and bought a fancy egg timer that can accurately measure half a minute, which is the time she gets to answer in the show.

April twenty-seventh is also Richard's birthday. Richard is Mom's boyfriend who works in a bank. He studied languages, so he and I are going to help Mom practise every single night. That's why I sit at my desk every afternoon and write down questions for her. Instead, I should be watching after-school TV, which is the right of every latchkey child. 'Latchkey child' is a name for a kid with keys who stays alone at home after school until a grown-up gets back from work to make dinner. Mom hates that expression. 'I'm sure someone rich, strict and awful invented it. Probably German,' she says, looking at Richard, who is German but not at all rich, strict or awful.

Richard looks the way I imagine guys on sailboats do – tall, blond, and suntanned. Or maybe I imagine guys on sailboats that way because Richard loves to sail. He looks especially big next to Mom, who's short and so tiny she has to buy some of her clothes in the kids' department.

We have exactly twenty-one days to get Mom ready for the game show. So just like every afternoon, I'm copying words for her practice session tonight when I hear Mom's key in the door.

'Miranda? I'm back!' she calls down the hall and a moment later sticks her head in my room. 'Are you hungry? I thought we could wait with dinner for Richard.'

'I can wait.' The truth is I've just eaten an entire bag of crisps. After-school junk food is another fundamental right of the latchkey child.

'Are you sure? Want me to cut up an apple for you?'

'What's a kind of German junk food?' I ask her. 'Wiener crispies?'

She stares at me. 'I have no idea. Do you want the apple or not?'

'No, and get out of here. I'm doing the words for later.'

'Great.' She smiles and goes back to the kitchen. I get back to my word piles. I really hope Mom wins the money!

- 6.1. The postcard says that Miranda's mother**
- A. won an important competition.
 - B. received \$20,000 from the Dick Clark Show.
 - C. qualified to take part in a TV show.
 - D. got a full-time job with Studio TV-15.
- 6.2. After getting the good news, Miranda's mother**
- A. bought some new clothes.
 - B. marked the date in the calendar.
 - C. went to the hairdresser's.
 - D. went shopping for groceries.
- 6.3. Miranda intends to help her mother by**
- A. preparing questions for her.
 - B. organizing Richard's birthday party.
 - C. making dinner every day.
 - D. watching some TV programmes.
- 6.4. Miranda may be called a 'latchkey child' because**
- A. no one is at home when she returns from school.
 - B. she hasn't got the key to her house.
 - C. her mother collects her from school after work.
 - D. she doesn't eat dinner at home.
- 6.5. Which is true about Richard?**
- A. He is a strict German teacher.
 - B. He doesn't like sailing.
 - C. He is taller than Miranda's mother.
 - D. He has a lot of money.
- 6.6. When her mother returns home, Miranda**
- A. wants to have dinner as soon as possible.
 - B. feels like having Wiener crispies.
 - C. is finishing her bag of crisps.
 - D. does not want to eat anything.
- 6.7. The story is about**
- A. a teenager who wants to take part in a TV show.
 - B. a mother worried about her daughter.
 - C. a woman preparing for an important day.
 - D. a family who intend to move to Germany.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

BRUDNOPIS (*nie podlega ocenie*)



PESEL

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Zad.1	A	B	C	D	E	F
1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MJA-P1_1P-112

**WYPEŁNIA
ZDAJĄCY**

Miejsce na naklejkę
z nr PESEL

Zad.2	T	F
2.1	<input type="checkbox"/>	<input type="checkbox"/>
2.2	<input type="checkbox"/>	<input type="checkbox"/>
2.3	<input type="checkbox"/>	<input type="checkbox"/>
2.4	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<input type="checkbox"/>	<input type="checkbox"/>

Zad.3	A	B	C
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"/>

Zad.4	A	B	C	D	E	F	G	H
4.1	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.5	T	F
5.1	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<input type="checkbox"/>	<input type="checkbox"/>
5.4	<input type="checkbox"/>	<input type="checkbox"/>
5.5	<input type="checkbox"/>	<input type="checkbox"/>
5.6	<input type="checkbox"/>	<input type="checkbox"/>

Zad.6	A	B	C	D
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"/>
6.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**WYPEŁNIA
EGZAMINATOR**

ZADANIE 7

Punkty		0	1
T R E Ś Ć	Inf. 1	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 2	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 3	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 4	<input type="checkbox"/>	<input type="checkbox"/>
Poprawność		<input type="checkbox"/>	<input type="checkbox"/>

ZADANIE 8

Punkty		0	0,5	1
T R E Ś Ć	Inf. 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inf. 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punkty		0	1	2
Forma		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bogactwo		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poprawność		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMA PUNKTÓW

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D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9
J	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9
czD	<input type="checkbox"/>					<input type="checkbox"/>			

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KOD EGZAMINATORA

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Czytelny podpis egzaminatora

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KOD ZDAJĄCEGO