

Miejsce na identyfikację szkoły

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POZIOM PODSTAWOWY

Czas pracy: 120 minut

**LISTOPAD
2011**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 12 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 tylko długopisu/pióra 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.

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

Życzymy powodzenia!

Wpisuje zdający przed rozpoczęciem pracy

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PESEL ZDAJĄCEGO

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**KOD
ZDAJĄCEGO**

ROZUMIENIE ZE SŁUCHU

Zadanie 1. (5 pkt)

Usłyszysz dwukrotnie rozmowę córki z ojcem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania, zakreślając literę A, B lub C.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

1.1. Why does the daughter complain about having a banana for breakfast?

- A. The banana is still green.
- B. Their pet ate part of it.
- C. The daughter hates bananas.

1.2. Why doesn't the daughter want to eat cereal for breakfast?

- A. She has to prepare the milk.
- B. There's no cereal left.
- C. She ate the same thing yesterday.

1.3. What other dish did the father try to prepare for his family before?

- A. mushrooms and eggs
- B. steak and bacon
- C. pancakes

1.4. Why is the father preparing breakfast for his daughter?

- A. Because she helped him in the kitchen.
- B. Because it's the girl's birthday.
- C. Because she can't cook well.

1.5. What is the big surprise at the end of the conversation?

- A. The girl's friend drops by and brings breakfast.
- B. The father decides to make his daughter fish.
- C. The girl may be engaged.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. (5 pkt)

Usłyszysz dwukrotnie wypowiedź na temat łaźni japońskich. Zaznacz w tabeli znakiem X, które zdania (2.1.–2.5.) są zgodne z treścią nagrania (TRUE), a które nie (FALSE).

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

		T	F
2.1.	Paying the entrance fee is the first thing you do.		
2.2.	The workers can see you undressed.		
2.3.	You wear shorts at the baths.		
2.4.	No one talks to each other while bathing.		
2.5.	After their bath people sometimes drink something.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. (5 pkt)

Usłyszysz dwukrotnie audycję radiową o miastach i wioskach położonych w okolicy Dublina. Przyporządkuj podane opisy (A–F) do nazw miejscowości (3.1.–3.5.), wpisując litery A, B, C, D, E lub F w odpowiednie miejsce w tabeli.

Uwaga: jeden z opisów został podany dodatkowo i nie dotyczy żadnej z miejscowości.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. Famous people live in this town.
- B. A battle took place there at the beginning of the 11th century.
- C. Some famous people are buried at a cemetery in this town.
- D. The Guinness family owned a historic building here.
- E. Ships and yachts may dock here.
- F. String instruments are manufactured there.

3.1.	Balbriggan	
3.2.	Blanchardstown	
3.3.	Clontarf	
3.4.	Glasnevin	
3.5.	Killiney	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU

Zadanie 4. (5 pkt)

Przeczytaj tekst. Do każdego akapitu (4.1.–4.5.) przyporządkuj odpowiedni tytuł (A–F). Wpisz odpowiednie litery do tabeli.

Uwaga: jeden tytuł został podany dodatkowo i nie pasuje do żadnego akapitu.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

BORN TO LOSE?

4.1. There are certain things in life that are obviously clear and one of these ‘unquestionables’ is that everyone wants to win. At the enjoyable end of the victory spectrum is the excitement of crossing the finishing line first, coming top of the class or winning a race and spraying champagne from the podium. At the other end lies that depressing feeling of being the loser. So surely we all hate to lose – or do we?

4.2. Professor Schultheiss from the University of Michigan carried out laboratory experiments on 108 college students and it surprised him to discover that while some people became stressed after losing, others became stressed after winning. He concludes that people can be divided into wolves, who love to win and find it difficult to cope with losing, and sheep, whose triumphs bring distress and discomfort.

4.3. Dr Michelle Wirth, a colleague of Professor Schultheiss, says it’s difficult to know whether sheep really feel stressed because, when people are asked if they prefer to win or lose, everyone says they’d rather win. On the other hand if you ask people if they like being in a position of power, they usually say no.

4.4. Dr Wirth also says that the attention created by winning might be part of the effect. “People with high power motivation like to be the centre of attention, so not winning is stressful”. These people find it hard to accept that someone else is getting the attention that they feel should be theirs. Dr Wirth also points out that for low-power individuals public attention is also stressful and they would do anything to avoid it.

4.5. Dr Wirth believes that knowing which category you fall into – wolf or sheep – can be good for you. “If you know which one you are, you can change your job to suit you. There are some people who like being in positions of power, and there are those who are less comfortable dominating others”.

Adapted from Face to Face

- A. Being in the centre of attention not for everyone
- B. An unexpected result
- C. What most people believe
- D. Know yourself
- E. Difficult to see if people like to win or not
- F. All people prefer to avoid attention

4.1.	4.2.	4.3.	4.4.	4.5.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (7 pkt)

Przeczytaj tekst. W zadaniach (5.1.–5.7.) wybierz odpowiedzi zgodne z jego treścią, zakreślając literę **A**, **B**, **C** lub **D**.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

SCOTTISH INDEPENDENCE

The majority of people in Scotland would like to break away from the rest of the UK and become independent, according to a survey poll taken just before the 300th anniversary of the Act of Union, which united Scotland and England.

A pair of Acts of Parliament, signed in 1706 and 1707 that came into effect on May 1, 1707, created Great Britain. A new Parliament of Great Britain was created in Westminster, London and replaced the previous parliaments of both countries.

The survey poll showed that support for independence for Scotland is at 51%. This is the first time since 1998 that support for separation has been more than 50%, and the first time since the British government gave more power to locals to decide on some financial matters to Scotland in 1999. Six months before elections for the Scottish Parliament, these survey results are good news to the Scottish Nationalist Party, who are hoping to make progress against Labour and promote the idea of an independent Scotland.

Many people have become disillusioned and disappointed after the British government gave more local power, and believe that the Scottish Parliament has failed to deliver what they had hoped it would; only one tenth have no opinion. In fact, only 39% of those asked want to keep things as they are.

Adapted from <http://www.usingenglish.com/comprehension>

5.1. Scotland and England

- A. have always been united.
- B. want to break up the union.
- C. have been united for a long time.
- D. were united by war.

5.2. Great Britain

- A. was formed by an Act of Parliament in 1706.
- B. was formed by two Acts of Parliament in 1707.
- C. was formed by an Act of Parliament that came into effect on May 1st 1707.
- D. was formed by Acts of Parliament that came into effect on May 1st 1707.

5.3. People who want independence for Scotland

- A. are the vast majority.
- B. are in the minority.
- C. are the slight majority.
- D. have decreased in number since the Acts of Parliament.

5.4. The majority of people wanted independence for the first time

- A. before 1999.
- B. in 1999.
- C. after 2000.
- D. before and after independence.

5.5. The results of the poll are good news

- A. for Labour.
- B. for both parties.
- C. for the Scottish Nationalist Party.
- D. for freedom.

5.6. Most people's opinions of local power given by the British government

- A. have gone up.
- B. have gone down.
- C. are the same.
- D. make progress against Labour.

5.7. The number of people who want to keep things as they are

- A. is greater than those that don't know.
- B. is smaller than those that don't know.
- C. is growing.
- D. isn't changing.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (8 pkt)

Przeczytaj tekst. Na podstawie informacji w nim zawartych zdecyduj, które zdania (6.1.–6.8.) są zgodne z treścią tekstu (T), a które nie (F). Zaznacz znakiem X odpowiednią rubrykę w tabeli.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

REALITY TELEVISION

Reality television is a type of television programme which is believed to present real dramatic or humorous situations, presents actual events, and features ordinary people rather than professional actors. It could be described as a form of documentary. Although that type of programme has existed in some form or another since the early years of television, the current explosion of popularity comes from around 2000. Reality television is a wide range of television programme formats, from game or quiz shows which are similar to the strange programmes produced in Japan in the 1980s and 1990s (a modern example is Gakinotsukai), to surveillance – or voyeurism – focused productions such as “Big Brother”.

Critics say that the phrase “reality television” is somewhat of a mistake and that such shows very often show a changed and highly modified form of reality, with participants put in exotic locations or abnormal situations, sometimes trained to act in certain ways by off-screen trainers, and with events on screen manipulated because of editing and other post-production techniques.

Part of reality television's attraction is because it places ordinary people in extraordinary situations. For example, on the ABC show, “The Bachelor”, a good looking man dates 12 women at the same time, travelling on extraordinary dates to wonderful locations. Reality television also has the power to turn its participants into national celebrities, mainly in talent and performance programs such as “Pop Idol”, though sometimes “Survivor” and “Big Brother” participants also reach some level of celebrity.

Some commentators have said that the name “reality television” is not a precise description for several types of programmes. In competition-based programs such as “Big Brother” and “Survivor”, and other special living environment shows like “The Real World”, the producers design the show and control the day-to-day activities and the environment, creating a completely unreal world for the competition. Producers specifically select the participants, and use carefully designed scenarios, challenges, events, and

settings to encourage particular actions and conflicts. Mark Burnett, creator of “Survivor” and other reality shows, has agreed with this opinion, and avoids the word ‘reality’ to describe his shows; he has said, “I tell good stories or narratives. It really is not reality TV. It really is unscripted drama”.

Adapted from <http://www.usingenglish.com/comprehension>

		T	F
6.1.	People believe that ordinary people and not actors take part in reality TV programmes.		
6.2.	Reality TV is a type of documentary.		
6.3.	Reality TV is a good term to describe this type of programme.		
6.4.	Reality TV appeals to some because it places ordinary people in unusual situations.		
6.5.	Participants from “Survivor” or “Big Brother” become just as big celebrities as those from “Pop Idol”.		
6.6.	“Big Brother” is the same type of reality TV programme as “The Real World”.		
6.7.	The term “reality television” is perfect for special-living-environment programs.		
6.8.	Shows like “Survivor” are like a good narrative.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (10 pkt)

Wróciłeś/wróciłaś właśnie z wakacji. Twój przyjaciel niebawem jedzie w to samo miejsce. Napisz list, w którym:

- opowiesz mu, jak podobał ci się wyjazd oraz jakie atrakcje były na miejscu,**
- opiszesz, co zazwyczaj robiłeś/robiłaś w ciągu dnia i jaka była pogoda,**
- wspomnisz o niespodziewanej przygodzie, która ci się przydarzyła i napiszesz, jak wpłynęła ona na dalszy pobyt,**
- ostrzeżesz go przed warunkami panującymi w hotelu i zaproponujesz, aby zmienił zakwaterowanie.**

Pamiętaj o zachowaniu odpowiedniej formy listu. Nie umieszczaj żadnych adresów. Podpisz się jako XYZ. Długość listu powinna wynosić od 120 do 150 słów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), forma (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

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

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BRUDNOPIS (*nie podlega ocenie*)