

Miejsce na identyfikację szkoły

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POZIOM PODSTAWOWY

Czas pracy: 120 minut

**LISTOPAD
2018**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 12 stron (zadania 1.–10.). 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.–9. oceniane będą tylko odpowiedzi zaznaczone na karcie odpowiedzi znajdującej się na końcu arkusza.

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**

Zadanie 1. (0–5)

Usłyszysz dwukrotnie wywiad z wielbicielem kostki Rubika. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		T	F
1.1.	The woman discovered something by accident.		
1.2.	Jim didn't know what the Rubik's cube was when he was younger.		
1.3.	Jim's father bought him a Rubik's cube for practice.		
1.4.	Jim says that the Rubik's cube is his most time-consuming hobby.		
1.5.	Jim encourages people to practice solving the cube as fast as possible.		

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi dotyczące telefonów komórkowych. Do każdej wypowiedzi (2.1.–2.4.) dopasuj właściwe zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A. talks to a waitress in a café.
- B. describes an interesting invention.
- C. explains the rules of an unusual game.
- D. encourages listeners to buy something.
- E. talks about a place he/she fancies visiting.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–6)

Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B lub C.

Tekst 1.

3.1. The text is for someone who

- A. is a professional chef.
- B. would like to apply for a job.
- C. enjoys going to the restaurant with his/her family.

Tekst 2.

3.2. Which is true about the gadget they're talking about?

- A. It can only be used during the daytime.
- B. It doesn't have a battery.
- C. You can swim in it.

Tekst 3.

3.3. This message is

- A. an invitation.
- B. a complaint.
- C. an apology.

Tekst 4.

3.4. The man asks the woman to

- A. give the cat the exact amount of food.
- B. pick up the mail from the post office.
- C. check on the cat once a day.

Tekst 5.

3.5. The winner of the contest

- A. can't be an amateur dancer.
- B. will have an opportunity to present his/her skills in public.
- C. doesn't need to do anything online.

Tekst 6.

3.6. Which is true about the man?

- A. He left his phone at home.
- B. He has to wait for his wife.
- C. He needs to stay at home longer.

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. You'll make new friends
- B. You'll have a chance to learn a new language
- C. You'll do more sightseeing
- D. You'll spend money on things that interest you
- E. You'll get to dictate your own schedule
- F. You'll be forced to do things that scare you

THE BENEFITS OF SOLO TRAVELLING

4.1.	
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Traveling alone gives you the rare chance to spend some time on your own terms and stick to your budget since you're the one who decides what to eat and what accommodation to pick. By cutting such costs you're able to save up for the things that you have always wanted to do, such as trying an extreme sport or staying in unusual places.

4.2.	
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Just because you arrive on your vacation alone doesn't mean you need to spend your entire trip solo. For many people, it's easier to meet somebody without their companions breathing down their neck. In that way you'll leave your vacation with amazing memories of both the place you visited and the people who made your stay special.

4.3.	
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On a solo vacation you'll have to do things alone in order to enjoy the place you're exploring. Facing your fears is just one of those parts of being an adult, whether that means learning to speak up when you have to or negotiating a price of something. And that's just what you'll find yourself doing over and over when you're on vacation by yourself.

4.4.	
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While traveling with friends can be fun, it doesn't allow you to do things at your own pace. If you travel on your own, you're in total control of your day. Don't like eating lunch at 1 p.m.? No problem, you can eat it at 3, like you always wanted. You can wake up and go to bed at whichever hour suits you and you don't have to pay attention to somebody else's plans.

adapted from www.solvibrations.org

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–3)

Przeczytaj trzy teksty na temat parków rozrywki. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B lub C.

Tekst 1.

I was at the reception around 11 a.m. and there was an extremely long queue. I was waiting for about an hour until my children started to cry. When I was leaving, there still were 15 people ahead of me. And I only wanted to buy tickets! There was a shorter queue for those who purchased tickets online but guess what – you can't buy tickets online for today. Anyway, I gave up and drove 2 hours to a different water park. What a waste of my time!

5.1. Which is true about the man's visit to the water park?

- A. He was unable to enter the park.
- B. He had to buy tickets online.
- C. The trip was worth the wait.

Tekst 2.

TAKABISHA

Japan doesn't hold a record for being the world's biggest country nor does it have the highest mountains. But it surely has something better, which is a true World Record breaker. Takabisha, which can be found in Fuji-Q Highland Amusement Park, is the world's steepest rollercoaster with a single vertical drop of 34 metres. The park is built in the shadow of Mount Fuji but there's little time to admire the beautiful view as the ride down takes about 112 seconds. And it takes it 2 seconds to reach the maximum speed of 100 km/h. Because it's so terrifying, there are several restrictions – you have to be taller than 125 cm and younger than 64 years to ride it. But don't worry – if you don't conform to those rules, there are other – less scary – rides in this park.

5.2. The author of this text is

- A. telling the story of his visit to an amusement park.
- B. explaining the rules of an amusement park.
- C. describing a unique attraction.

Tekst 3.

The storm clouds began to overtake the sky, but we figured we could fit in one more ride. The line moved slowly. The clouds darkened and grew denser while my son finally got his place on the rollercoaster. And then it started to rain. Several minutes later, he came back to us. We learned he was aboard for that last ride and nearing the top of the first hill when the rain started. They had no choice but to let the ride run. He said it was awesome except for the rain hitting him like a thousand needles in the face. He was wide-eyed, but unharmed and fearless. We bought him a souvenir shirt so he'd have something dry to wear the rest of the day.

adapted from <https://midlifecrisiscrossover.com>

5.3. The boy was riding a rollercoaster

- A. without his parents.
- B. in his new T-shirt.
- C. just after the rain.

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 lub D.

When I was a child I always thought a summer visit to Wyther Grange was a great treat. It was a big, old-fashioned house where my grandma and my aunt lived. I had many beloved places at the Grange, but I liked the attic best. It was a spacious place, filled with unwanted furniture, old trunks and boxes. I was never tired of playing there, dressing up in the old-fashioned dresses and hats, and practising old-time dance steps in front of the high, cracked mirror.

There was one old chest which I could not explore and, like all forbidden things, it possessed a great attraction for me. From what I overheard once, I was sure it had a history. When I grew tired of playing I liked to sit on it, dreaming that one day I would solve the riddle and open the chest to find it full of gold and jewels with which I might bring back my grandmother's fortune.

I was sitting there one day when my aunt and grandma came up the narrow dark staircase. When they came to the old chest, grandmother knocked the top with her keys.

"I wonder what is in this old chest," she said. "I believe it really should be opened. Maybe the moths got into it through that crack in the lid."

"Why don't you open it?" my aunt said. "I am sure that one of the keys would fit the lock."

"No. I will not open that chest without Eliza's permission. I promised that it should never be opened until she came for it. But I'll tell you what I'll do. I will write to Eliza and ask her if I may open the chest to see if the moths have got into it."

Later on a letter came to my grandmother; she passed it over the table to my aunt.

"That is from Eliza," she said. "Read the letter; I can't find my glasses. You don't need to read it aloud. Just let me know what she says about the chest."

My aunt opened and read the letter and laid it down with a brief sigh.

"This is all she says about the chest: 'If there wasn't one very special thing in it, I would ask you to open the chest and burn all its contents. I can't stand the idea of anyone seeing or touching this thing. So please leave the chest as it is, dear Aunt. It is no matter if the moths do get in.' That is all," continued my aunt, "and I must confess that I am disappointed. I have always had an almost childish curiosity about that old chest, but my curiosity will not be satisfied, not yet. That 'one thing' must be her wedding dress. I have always thought that she locked it away there."

adapted from The Old Chest at Wyther Grange by L.M. Montgomery

6.1. During her stay at Wyther Grange, the author

- A. often enjoyed summer weather.
- B. was forbidden to play in the attic.
- C. had one place she was particularly fond of.
- D. spent most time with her grandma and aunt.

6.2. Who imagined that the chest may contain treasure?

- A. the author's grandmother
- B. the author's aunt
- C. the author
- D. Eliza

6.3. The author's grandmother couldn't open the chest because

- A. she had no key.
- B. she knew what was inside.
- C. somebody asked her not to do it.
- D. it was too damaged to be opened.

6.4. Which is true about the letter?

- A. It was found in the chest.
- B. It was an answer to somebody's request.
- C. It was read by the author's grandmother.
- D. Its author asked the women to burn the chest.

6.5. Which is the best title for this text?

- A. ELIZA'S SECRET
- B. A SHOCKING DISCOVERY
- C. THE MYSTERY REVEALED
- D. THE LETTER THAT CHANGED EVERYTHING

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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.

THE MYSTERIOUS NOTICE

Once I was walking down the street in my small town when I saw a small piece of paper glued to the lamp post. I got interested so I came closer to read it. It said: "I lost \$10 somewhere on this street. If you find it, please return it to my address. I will be very grateful. I'm old and my sight is not so great anymore."

I hadn't found any money but I felt I needed to do something good so I took a \$10 note from my wallet and followed the address. **7.1.** _____ "I've read your notice and I came here to tell you that I've found your money. Here it is." I said. The old lady began crying when she heard it. "I had people coming and giving me the money from the early morning today. At least twenty people gave me money claiming that they've found it. I didn't lose any money and I didn't even write the notice!"

"Well, keep the money. You need it." I said. **7.2.** _____ "Sure." I answered.

When I was going back I saw a woman standing near the lamp post. She was reading the notice. "Excuse me." she said. **7.3.** _____

I just smiled and pointed in the right direction.

- A. "Can you help me find this address? I think I've found the old lady's money."
- B. "No, I have to remove the notice. The old lady hasn't written it." I said.
- C. I knocked on her door but nobody answered so I decided to leave the money on the doorstep.
- D. "OK." she answered "But remove the notice on your way back, will you?"
- E. When I arrived there, I saw an old lady sitting in front of the house. "Who is it?" she said as I was approaching.

PRZENIEŚ ROZWIĄZANIA 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 lub C.

NATIONAL CAT DAY

Cats have been living around people for more than 10,000 years. But only **8.1.** _____ 2005, they have had their own holiday. The National Cat Day, celebrated on October 29th in the U.S.A. is a day when you can show that you love your cat even more than on any other day. The holiday was created by Colleen Paige, **8.2.** _____ wanted to draw people's attention to how many cats need to be rescued. The holiday is becoming more and more popular in the U.S.A. and in other countries. So, what is **8.3.** _____ on National Cat Day? Well, it all depends **8.4.** _____ you. You can do something for your own cat (for example play with it longer than you normally do), donate money to some organisations, volunteer at a local shelter or even adopt your own cat. Many pet shops recognise this holiday and have sales on cat food and toys so it's worth **8.5.** _____ a look at their offers, too.

8.1.

- A. in
- B. since
- C. during

8.2.

- A. which
- B. what
- C. who

8.3.

- A. done
- B. making
- C. being made

8.4.

- A. for
- B. of
- C. on

8.5.

- A. to take
- B. taking
- C. take

PRZENIEŚ ROZWĄŻANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–5)

W zadaniach 9.1.–9.5. wybierz odpowiedź (A–C), która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym lukę w zdaniu. Zakreśl literę A, B lub C.

9.1. He is really good at chess. (Na jego miejscu) _____, I would take part in the chess competition.

- A.** At his spot
- B.** If I were him
- C.** If he had a place

9.2. It's time (żebyś zaczęła) _____ preparing for your final exam.

- A.** for your beginning
- B.** to start you
- C.** you began

9.3. All the money he had (zostały wydane) _____ on computer games and electronic gadgets.

- A.** was spent
- B.** have spent
- C.** were spent

9.4. I'd like to see that film tomorrow. You liked it, (nieprawdaż) _____?

- A.** don't you
- B.** didn't you
- C.** weren't you

9.5. She asked me (czy byłam) _____ in the restaurant the day before.

- A.** was I
- B.** if I had been
- C.** whether it was

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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JĘZYK ANGIELSKI POZIOM PODSTAWOWY

WYPEŁNIA ZDAJĄCY

Data urodzenia zdającego

dzień		miesiąc		rok			

Zad. 1.	T	F
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"/>

Zad. 2.	A	B	C	D	E
2.1.	<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"/>
2.3.	<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"/>

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"/>
3.6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad. 4.	A	B	C	D	E	F
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"/>

Zad. 5.	A	B	C
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"/>

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"/>

Zad. 7.	A	B	C	D	E
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"/>

Zad. 8.	A	B	C
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"/>

Zad. 9.	A	B	C
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"/>

PESEL

0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	3
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5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	5
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	6
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	7
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	8
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	9

WYPEŁNIA EGZAMINATOR

Zad. 10.	Treść	Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
	0-1-2-3-4	0-1-2	0-1-2	0-1-2	

