



Centralna Komisja Egzaminacyjna

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

Układ graficzny © CKE 2010

### WPISUJE ZDAJĄCY

<b>KOD</b>	<b>PESEL</b>
<input type="text"/>	<input type="text"/>

*Miejsce  
na naklejkę  
z kodem*

dysleksja

## EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

### POZIOM PODSTAWOWY

**SIERPIEŃ 2010**

#### 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-104

## ROZUMIENIE SŁUCHANEGO TEKSTU

### Zadanie 1. (5 pkt)

Usłyszysz dwukrotnie wywiad z osobą pracującą jako klaun. Zdecyduj, które zdania są zgodne z treścią tekstu (T), a które nie (F). Zaznacz znakiem (X) odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

		TRUE	FALSE
1.1.	Brian works full time in a circus.		
1.2.	He learned to play a musical instrument when he was a child.		
1.3.	He started entertaining people for money while he was at university.		
1.4.	He does <b>not</b> use his original gorilla suit anymore.		
1.5.	It was his agent's idea to call Brian <i>Sparky</i> .		

### **PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

### Zadanie 2. (5 pkt)

Usłyszysz dwukrotnie zapowiedzi pięciu programów. Na podstawie nagrania przyporządkuj każdemu programowi odpowiedni tytuł (A–F). Wpisz właściwe litery w kratki 2.1.–2.5. Jeden tytuł nie odnosi się do żadnej zapowiedzi.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

A.	CLIMBING HIGH
B.	TWO FACES OF ONE COUNTRY
C.	THE QUEEN OF COMEDY
D.	COMPETITION WITH NO PRIZES
E.	THE SHOW IS NOT OVER
F.	HER FINAL MOMENTS

2.1.	
2.2.	
2.3.	
2.4.	
2.5.	

### **PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 3. (5 pkt)**

Usłyszysz dwukrotnie wypowiedź weterynarza. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B lub C. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

**3.1. Thanks to his work at BARC, the speaker has a lot of**

- A. money.
- B. free time.
- C. satisfaction.

**3.2. When the speaker comes to work in the morning, he first**

- A. examines the animals brought in at night.
- B. visits the intensive care unit.
- C. operates on animals.

**3.3. The speaker's favourite activity at the clinic is**

- A. inspecting animals.
- B. operating on animals.
- C. having a rest after an operation.

**3.4. When the speaker doesn't know the animal's history, the treatment becomes**

- A. much longer.
- B. more difficult.
- C. more interesting.

**3.5. In the text, the speaker**

- A. explains why he likes his job.
- B. presents unusual animal diseases.
- C. gives advice to pet owners.

***PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!***

## ROZUMIENIE PISANEGO TEKSTU

**Zadanie 4. (7 pkt)**

Przeczytaj tekst i dopasuj do każdego fragmentu (4.1.–4.7.) zdanie podsumowujące jego treść. Wpisz w każdą kratkę odpowiednią literę (A–H). Jedno zdanie nie odnosi się do żadnego fragmentu tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

<b>A.</b>	Nicholas feels sorry for the boys.
<b>B.</b>	The boys' life at the school is very difficult.
<b>C.</b>	Life is hard for Nicholas.
<b>D.</b>	The school building is a nasty place.
<b>E.</b>	The situation of one of the boys is the worst.
<b>F.</b>	The school is closed down.
<b>G.</b>	Away from the school life is better.
<b>H.</b>	Life is easier for one of the boys.

*“The Life and Adventures of Nicholas Nickleby” is a novel by Charles Dickens. In 2002 a film was made on the basis of the story. Here is how the story goes.*

4.1. 

When his father dies, Nicholas and his family are left with nothing. Nicholas hopes that his uncle Ralph can help them, but Ralph is a cold, dangerous man. He is friends with Mr Squeers, who owns a boys' school called Dotheboys Hall. Nicholas gets a job as a teacher there.

4.2. 

There is no heating in the school. The boys wear the same clothes every day, and they are always hungry. Mrs Squeers gives them a thick, horrible soup every day, and Mr Squeers takes all their money and steals their clothes.

4.3. 

The classroom is cold and dirty, with broken windows. In the windows where there is no glass, there are old copy-books and newspapers. There are a couple of old, long desks for the children. They are cut and damaged. There is a separate desk for the teacher. The walls are very dirty.

4.4. 

Mr Squeers gives his son, young Wackford, all the clothes that he steals from the boys. Wackford, of course, is the only boy in school who is never cold and hungry. He is also as nasty as his father. His favourite activity is kicking the other boys and making them cry.

4.5. 

Nicholas has never heard the poor children laughing and there is no hope in their eyes. Nicholas' heart is filled with pity for them. All the beauty of innocence has disappeared from their faces. He would like to help them.

4.6. 

Nicholas is especially sorry for a boy called Smike. He is older than the other boys – about 18 years old. He is tall for his age, but he wears children's clothes that are much too short for him. He doesn't have lessons, but he has to do all the hard, dirty jobs around the school.

4.7.

Eventually, Nicholas runs away with Smike, and the two of them set off on an adventure. For a time Nicholas supports himself and Smike as an actor in a provincial company. Mr Crummles, the theatre manager, takes Nicholas under his wing. Things start to look brighter.

*adapted from TEAM, 2005*

### **PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

#### **Zadanie 5. (6 pkt)**

Przeczytaj tekst. Na podstawie informacji w nim zawartych zdecyduj, które zdania są zgodne z treścią tekstu (T), a które nie (F). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

We learn about new mysteries every day. There are reports of aliens, strange monsters and unexplained events. Here are examples of mysteries that come from the early days of our life on earth, which are still unexplained.

In Peru, very large ‘drawings’ of animals cover more than 500 square kilometres of land. These were made by the Nazca people thousands of years ago. Many of the animal shapes are as big as two football fields, and you can’t see them from the ground. If scientists want to photograph the largest shapes, they have to take a plane to take good photos.

The island of Rapa Nui, or Easter Island, is famous for over 800 stone statues. They are between one and ten metres tall and have similar faces. They stand by the sea, facing the land. Why did the people of Easter Island build them? Some experts think that the statues were the ‘home’ of ghosts of people from the island’s past. The ghosts looked through the statues’ eyes and guarded the island to make sure it was safe.

The Greek philosopher Plato told a story about an island in the Atlantic Ocean called Atlantis. It was a beautiful place. The island was rich with plant and animal life. The people living there used their skills well, so the island was a centre for farming and business. Their buildings were beautiful and well built. This was more than 11,000 years ago – and then the city disappeared under the sea. Was there really an Atlantis? If there was, why did it disappear? People are still looking for this lost civilization.

*adapted from K. Burke, Mysteries of the Unexplained*

		T	F
5.1.	All the Nazca ‘drawings’ can only be seen from the air.		
5.2.	Easter Island’s statues are directed towards the sea.		
5.3.	Some scientists believe that the ghosts that lived in the Easter Island statues protected the island.		
5.4.	According to Plato, the people living on Atlantis were very good at working the land.		
5.5.	The author of the text explains why Atlantis went under water.		
5.6.	The text is about the discovery of lost civilizations.		

### **PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 6. (7 pkt)**

**Przeczytaj fragment opowiadania. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.**

Samantha ran into her backyard holding a cookie. She had just finished practising the piano. She had piano lessons with Miss Jones every day now, for one whole hour. That hour certainly seemed long so every day she hoped it would finish earlier. She just couldn't wait to get outside.

Samantha stopped beside the hedge between her house and the Rylands'. Through it now, she could see a girl. The girl was busy hanging laundry in the Rylands' yard. Had this girl really come to live there?

"Are you Nellie?" she asked.

The girl looked surprised and very shy. "Yes, miss," she answered. Her brother, Eddie, had said Nellie was nine, but this girl seemed smaller than Samantha. She was very pale and very thin.

"Are you visiting the Rylands?" asked Samantha.

This time Nellie looked amused. "Oh, no, miss. I'm working here," she said.

Samantha was surprised. Eddie hadn't said a girl was coming to *work*. But it didn't matter. Samantha thought it would be wonderful to make a friend right next door. She remembered the cookie in her hand. "Would you like a cookie?" she asked.

Nellie looked at the Rylands' house. "Oh, no, miss. I can't."

"Won't they let you?" asked Samantha.

"No, it's not because of that, miss. I've got my job to do," Nellie answered.

"My name's Samantha. You don't have to call me 'miss'." Samantha put her cookie down on a stone and reached for a piece of wet laundry. "I'll help you, Nellie. Then we can have a game of cards."

"Oh, no, you shouldn't," Nellie said. She was embarrassed, but there was nothing she could do to stop her new friend. So instead, she hurried to finish the job before anyone would see Samantha working.

When the last of the laundry was hung, Samantha grabbed Nellie's hand and pulled her toward the tunnel in the hedge. "We can eat in here. Nobody will see us," Samantha said. The girls just fit into the hole in the hedge, and Nellie couldn't say 'no' to the wonderful smell of the cookie.

"Why are you working here?" Samantha asked.

Nellie didn't look at Samantha when she answered. "My father works in a factory in the city, and my mother does the washing. But there are three of us children, you see, and it's not enough." She added quietly, "There wasn't enough food. And there wasn't enough coal."

"You mean your parents sent you away? But that's awful!"

"Oh, no. It's better here. It really is," said Nellie. "The Rylands pay my family a dollar a week for the work I do. That's not as much as I earned in the factory, but in the factory I had to work every day except for Sunday, until dark. And the air was so hot and dusty I started coughing a lot. That's why my parents let me come here. The air is good, and I don't have to work so long, and I get good food." With one finger, she collected the last of the cookie pieces. "Only I don't get to see my family much."

Samantha was shocked into silence, but only for a moment. "When do you go to school?" she asked.

"I've never been to school," Nellie said quietly.

Was it possible? This girl had never gone to school? Samantha's mind raced. "Nellie, I have an idea," she said. "We can meet here every day, and I'll teach you. The Rylands won't miss you for just a little while, and I'll teach you everything."

*adapted from Meet Samantha by Susan S. Adler*

**6.1. At the beginning of the story, we find out that Samantha**

- A. had piano lessons with different teachers.
- B. was keen on playing the piano.
- C. regularly practised the piano.
- D. couldn't wait for her piano practice.

**6.2. Samantha wanted to talk to Nellie because**

- A. the girl seemed to be poor.
- B. the girl was nine years old.
- C. Eddie wanted her to do that.
- D. she wanted to have a new friend.

**6.3. Samantha helped Nellie with her work because she**

- A. wanted to play a game afterwards.
- B. knew that Nellie was tired.
- C. saw Nellie was embarrassed.
- D. could talk to Nellie while working.

**6.4. Which is true about Nellie?**

- A. She always wanted to live with the Rylands.
- B. Her family needed more money.
- C. Her mum asked her for help.
- D. There were three more children in her family.

**6.5. Nellie stopped working in the factory because she**

- A. earned too little.
- B. had health problems.
- C. couldn't see her parents.
- D. had to work on Sundays.

**6.6. How did Samantha decide to help Nellie at the end of the text?**

- A. By giving her education.
- B. By sending her to school.
- C. By giving money to her parents.
- D. By working in the Rylands' house.

**6.7. The text is about**

- A. educational standards in England.
- B. two characters earning their living.
- C. two girls playing games together.
- D. differences between the two girls.

***PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!***

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

Studiujesz w Wielkiej Brytanii i szukasz współlokatora do swojego nowego mieszkania. Zredaguj ogłoszenie, które umieścisz na tablicy ogłoszeń na uniwersytecie.

- Napisz, w jakiej okolicy znajduje się mieszkanie.
- Opisz, jak jest wyposażone.
- Poinformuj, z jaką osobą chcesz zamieszkać.
- Podaj informację o miesięcznych opłatach za mieszkanie.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów. Oceniana jest umiejętność zwięzłego przekazu wszystkich informacji określonych w poleceniu (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*)**





PESEL

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MJA-P1\_1P-104 WYPEŁNIA ZDAJĄCY

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	F
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"/>

Miejsce na naklejkę z nr PESEL

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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0 1 2 3 4 5 6 7 8 9

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0 1 2 3 4 5 6 7 8 9

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**KOD EGZAMINATORA**

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Czytelny podpis egzaminatora

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**KOD ZDAJĄCEGO**