Wiecej arkuszy i odpowiedzi znajdziesz na: EDUARKUSZE.PL

CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

2018

UZUPEŁNIA ZDAJĄCY

KOD

PESEL

miejsce na naklejkę

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM PODSTAWOWY

DATA: **21 sierpnia 2018 r.**
GODZINA ROZPOCZĘCIA: **9:00**
CZAS PRACY: **120 minut**
LICZBA PUNKTÓW DO UZYSKANIA: **50**

UZUPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

- ☐ dostosowania kryteriów oceniania
- ☐ nieprzenoszenia zaznaczeń na kartę

NOWA FORMUŁA

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 13 stron (zadania 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty 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.

MJA-P1_1P-184

MJA 2018

Układ graficzny
© CKE 2015

eduarkusze.pl

Zadanie 1. (0–5)

Usłyszysz dwukrotnie rozmowę z nastolatką interesującą się fotografowaniem. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		T	F
1.1.	Alex has taken part in a number of photography contests.		
1.2.	Alex got interested in photographing people before she went to college.		
1.3.	Faces which show positive emotions are more interesting for Alex.		
1.4.	Alex deleted some pictures at some people's request.		
1.5.	One of the photos in Alex's room shows some lamps in the street.		

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi związane z kolorami. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. <u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person

A. encourages people to give their opinion about something.
B. talks about a person with an unusual ability to see colours.
C. explains which colour can best improve one's mood.
D. invites people to watch a TV programme about colour.
E. does not agree with someone's point of view.

2.1.	**2.2.**	**2.3.**	**2.4.**

eduarkusze.pl

Zadanie 3. (0–6)

Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

3.1. The people are talking about a project which Jack

A. has taken part in.

B. has read about online.

C. has started on his own.

Tekst 2.

3.2. The speaker is

A. an actress.

B. a journalist.

C. a travel agent.

Tekst 3.

3.3. Which is TRUE about James?

A. He has had a car accident.

B. He arrived earlier than planned.

C. He was in a traffic jam on his way.

Tekst 4.

3.4. What happened to the man?

A. He went to the wrong hotel.

B. He talked to the wrong person.

C. He texted the wrong woman.

Tekst 5.

3.5. The speaker is giving the listeners

A. a recipe for a dessert.

B. some advice on serving drinks.

C. instructions for an experiment.

Tekst 6.

3.6. From the speaker we learn

A. how much time we should spend on weekly exercise.

B. how many calories we can burn while getting fit.

C. how often people ought to go jogging.

PRZENIEŚ ROZWIĄZANIA ZADAŃ <u>OD 1. DO 3.</u> NA KARTĘ ODPOWIEDZI!

eduarkusze.pl

Zadanie 4. (0–4)

Przeczytaj tekst. Dobierz właściwe pytanie (A–F) do każdej części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą kratkę.
Uwaga: dwa pytania zostały podane dodatkowo i nie pasują do żadnej części tekstu.

A. WHAT'S THE ORIGIN OF THE GAME?
B. HOW TO CREATE YOUR OWN PUZZLES?
C. WHAT ARE THE RULES OF THE GAME?
D. WHAT TO BRING TO THE ESCAPE ROOM?
E. WHO ARE THE PARTICIPANTS?
F. HOW HAVE REAL-LIFE ESCAPE GAMES CHANGED OVER THE YEARS?

ROOM ESCAPE ADVENTURES

4.1.	

Room Escape Adventures is a type of entertainment in which the participants are locked in a room and have to get out in 60 minutes. There are clues hidden in the room and participants must find them, follow them and solve the puzzles to find the right key and finally leave the room in the given time.

4.2.	

The idea for the game comes from "escape the room" video games, in which the players had to interact with one another to solve mysteries, escape from a virtual room and move to the next level. The games were very popular when they appeared on the market. Their success inspired a Japanese company SCRAP, which in 2007 transformed the concept into a business called Live Escape Rooms. Presently, there are over 2,800 real-life room escape places worldwide.

4.3.	

In the past the tasks were simple, just like the technology used to solve them. Nowadays organizers use the latest technology such as magnetic locks, infrared sensors, and more. To make the game more attractive for participants, the tasks and scripts for the activities have also become more complicated and challenging.

4.4.	

Real-life escape games are a hit among highly stressed students and overworked young professionals. Escape-room games are used by corporate organizations as team building exercises for their employees. Even headhunters use them when they select the best candidates for certain jobs.

adapted from http://roomescapeadventures.com

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

eduarkusze.pl

Zadanie 5. (0–3)

Przeczytaj trzy teksty związane z pociągami. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

Inside the enormous station I stood on the platform looking for Gordie. He never appeared, so I stepped onto the train and found my seat. When the train finally reached the destination, it was almost dark. I got off and found my bus waiting in front of the station. I was tired and I fell into the first seat available on the bus. Through the window I was watching passengers getting off another train when someone said, "Is this seat taken?" I looked up and saw Gordie. "What are you doing here? I waited on the platform in New York for half an hour! I thought you had missed the train!"

adapted from New Boy by Julian Houston

5.1. Which is the best title for this text?

A. LOOKING FOR GORDIE ON THE TRAIN
B. MEETING ON THE WRONG PLATFORM
C. GORDIE FINALLY MAKES AN APPEARANCE

Tekst 2.

NEW JAPANESE TRAIN

Many people choose airplanes over trains because trains are slower and less comfortable. But that's about to change. Last week a Japanese *Maglev* train travelled at the speed of 603 km per hour and broke its previous record of 590 km per hour. Thanks to powerful electromagnets, it moves above the ground. This makes the journey exceptionally comfortable. The train will start carrying passengers between Tokyo and Nagoya in 2027, when all the tests have been completed.

adapted from www.slashgear.com

5.2. Which is TRUE about the train?

A. It can reach the speed of over 600 km per hour.
B. It broke a speed record set by another type of train.
C. It regularly transports passengers between Tokyo and Nagoya.

Tekst 3.

One of your travel agents recommended that we should stay in a train carriage turned into a hotel room. We expected something extraordinary and the first impression was great. Entering the hotel, we were welcomed by the doorman who was very friendly and helpful. However, inside the hotel room the charm disappeared. The interior was old and shabby. The carpets were dirty and the window blinds were covered with dust! The whole train carriage smelled of oil mixed with cigarette smoke. On top of all that, when we requested a meal, it turned out that the hotel restaurant was closed for renovation. It was a waste of time and money.

tekst własny

5.3. The author of this text

A. recommends something.
B. complains about something.
C. asks someone for a favour.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

eduarkusze.pl

Zadanie 6. (0–5)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

ALAN SHEPARD'S JOURNEY TO THE MOON

After the success of *Apollo 11*, with Neil Armstrong as the first man who set foot on the Moon in 1969, there were five other successful landings. One of them was *Apollo 14*, which landed on the Moon in 1971. The mission commander, Alan Shepard, was 47 years old then. At that time, he was the oldest astronaut in space. Ten years earlier, Shepard had been the first American who travelled into space and then it had seemed certain that he, and not Armstrong, would land on the Moon first.

The race to the Moon began in the late 1950s and thousands of people applied to NASA. In 1959, Shepard was chosen for the first group of astronauts. They were collectively known as the *Mercury Seven*. Armstrong joined NASA three years later. Although Shepard and Armstrong knew each other, they were never members of the same crew.

In 1961, after his first journey into space, Shepard was diagnosed with an illness influencing both his hearing and balance. Consequently, he was disqualified from space flights. He felt very disappointed when he was given a desk job at NASA headquarters in Florida. He was responsible for selecting astronauts and making sure they were ready to fly but his real dream was to land on the Moon.

In 1969, he checked into a Los Angeles hotel under a false name and then had a risky pioneering operation in one of the city's hospitals. The surgeon successfully implanted a small tube in his ear. When Shepard returned to work, he informed his boss about the operation. NASA watched him for about a year and they decided that he was well enough to fly into space again.

Shepard wanted to be in charge of the *Apollo 13* mission. He was supported by his old friend – a member of the *Mercury Seven* team – who was responsible for recruiting Apollo crews at that time. However, NASA's administration didn't let Shepard go on that mission. The reason was Shepard's age and a long break from space travel. Today, age is not a barrier for astronauts but in the early days of space flights experts were not sure what effect ageing might have on the performance of astronauts. But again, Shepard didn't give up. He started working out intensively, passed all the necessary tests and finally, in 1971, NASA gave him permission to fly into space again.

adapted from www.bbc.com

eduarkusze.pl

6.1. From the first paragraph we learn that Shepard

A. landed on the Moon five times.
B. was a member of the *Apollo 11* space mission.
C. was 47 years old when he first flew into space.
D. was expected to land on the Moon before Armstrong.

6.2. In 1959, Alan Shepard

A. had some problems with his ear.
B. was forbidden to fly a plane on his own.
C. became a member of the *Mercury Seven* team.
D. flew into space with Armstrong.

6.3. After Alan Shepard was disqualified from space flights, he

A. bought a house in Los Angeles.
B. began working in an office.
C. had a few operations in Florida.
D. decided to work under a pseudonym.

6.4. Shepard couldn't join the *Apollo 13* mission because

A. at that time he was in charge of recruiting astronauts.
B. one of the crew members did not want him on that spaceship.
C. NASA announced a break in space flights.
D. he was considered too old to travel into space.

6.5. The text is about

A. space missions to different planets.
B. missions to the Moon which were cancelled.
C. an astronaut's determination to make his dream come true.
D. a training programme for astronauts.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

eduarkusze.pl

Zadanie 7. (0–3)

Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (7.1.–7.3.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

LOST AND FOUND

Everyone loses something from time to time. **7.1.** _____ Then, however, the joy of having it back is much sweeter. Here is a story in which a bit of luck brought back what was once lost.

A director of one of London's art galleries had an idea for a unique exhibition of art left behind by passengers travelling on public transport. **7.2.** _____ Surprisingly, there were lots of them. He chose the most interesting pieces and showed them in his gallery.

Thanks to his unusual exhibition, three lost artworks were returned to their owners. One of them was a portrait of a young boy. The artist who had painted the portrait carried it from gallery to gallery trying to find one willing to exhibit his work. **7.3.** _____ When he saw the portrait on the wall in the gallery, he couldn't believe his eyes.

adapted from listverse.com

A. He visited the London Underground Lost Property Office and asked if they had any paintings.
B. There were hundreds of art portfolios, finished drawings and paintings on the shelves.
C. When the lost item is valuable, losing it hurts a lot.
D. He was so happy about finding the portrait that he started crying.
E. Unfortunately, nobody wanted the painting, so he decided to leave it on the train.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

eduarkusze.pl

Zadanie 8. (0–5)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B albo C.

AN UNSUCCESSFUL ROBBER

A man walked into downtown Bank of America and wrote on the back of a deposit slip, "This is a robbery. **8.1.** _____ all your money into this bag." He stood in line, waiting to give his note to the cashier. After a moment the man began **8.2.** _____ that someone had seen him write the note and might call the police before he could reach the bank clerk. So, the criminal **8.3.** _____ Bank of America and crossed the street to Wells Fargo Bank. After waiting in line for several minutes there, he handed his note to a cashier. She told him that she could not accept his request because the note **8.4.** _____ on a Bank of America deposit slip. She informed him that he had two options. He would either have to fill out a Wells Fargo money form or go back to Bank of America.

The man nodded, said he understood and left. The Wells Fargo cashier quickly contacted the police **8.5.** _____ arrested the man a few minutes later – still waiting at Bank of America.

adapted from www.bobholland.com

8.1.
- **A.** Put
- **B.** Spend
- **C.** Save

8.2.
- **A.** worry
- **B.** worried
- **C.** to worry

8.3.
- **A.** walked
- **B.** left
- **C.** went

8.4.
- **A.** was written
- **B.** has written
- **C.** wrote

8.5.
- **A.** whose
- **B.** whom
- **C.** who

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

eduarkusze.pl

Zadanie 9. (0–5)

W zadaniach 9.1.–9.5. wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl jedną z liter: A, B albo C.

9.1.

Dan's decision to open a clothes boutique is really _____.

Martha wore a very _____ dress at last night's party.

A. elegant

B. fast

C. smart

9.2.

I always _____ receipts after paying with a card at a grocery shop.

Teachers have to _____ a record of students' progress.

A. keep

B. throw

C. give

9.3.

We need to hurry. There is no _____ to lose.

I can't make it today. We'll meet another _____.

A. reason

B. time

C. place

9.4.

You have to _____ your shoes before entering that room.

We have to hurry or else the plane will _____ without us.

A. put on

B. give away

C. take off

9.5.

I didn't really _____ to hurt you. I'm so sorry.

Can you explain to me what you _____?

A. mean

B. try

C. say

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

eduarkusze.pl

Zadanie 10. (0–10)

W związku z wizytą gości z zagranicy w Twojej szkole zamierzasz zorganizować wystawę. Na szkolnym forum prowadzonym w języku angielskim chcesz zamieścić wpis na ten temat.

- **Opisz, co zostanie pokazane na tej wystawie.**
- **Wspomnij, gdzie zamierzasz zorganizować wystawę, i uzasadnij wybór tego miejsca.**
- **Napisz, jakiej pomocy w przygotowaniu wystawy oczekujesz od kolegów.**
- **Poinformuj, kiedy ta wystawa zostanie otwarta i jaką atrakcję przygotowałeś(-aś) na jej otwarcie.**

*Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić **od 80 do 130 słów** (nie licząc słów w zdaniach, które są podane). Oceniane są: umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).*
*Podpisz się jako **XYZ**.*

CZYSTOPIS

Hi Everybody,

I've decided to organize an exhibition for foreign guests visiting our school next month.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

eduarkusze.pl

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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	

eduarkusze.pl

BRUDNOPIS (*nie podlega ocenie*)

eduarkusze.pl