CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

WYPEŁNIA ZDAJĄCY

KOD

PESEL

Miejsce na naklejkę.

Sprawdź, czy kod na naklejce to **M-100**.

Jeżeli tak – przyklej naklejkę.
Jeżeli nie – zgłoś to nauczycielowi.

EGZAMIN MATURALNY JĘZYK ANGIELSKI

POZIOM PODSTAWOWY

ARKUSZ POKAZOWY

TERMIN: **4 marca 2022 r.**
CZAS PRACY: **120 minut**
LICZBA PUNKTÓW DO UZYSKANIA: **60**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 18 stron (zadania 1–12). 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.

MJAP-P0-**100**-2203

Układ graficzny
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Zadanie 6. (0–5)

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

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Have you ever wondered why traffic lights are red, yellow and green?

The first signalling system was built in London in 1868. It was not designed for motor cars as they didn't exist at that time. Horse-drawn carriages were a popular means of transport in those days and there were many pedestrians, but the first traffic signalling system was not for them either. In fact, it was for controlling railway vehicles. At first the system was pretty basic and didn't even have lights. There were just two wooden arms that moved. Their position informed train drivers to go or to stop. But at night it was impossible to see the arms, so railway engineers installed simple lights to make the system visible after dark. Red was for "stop", green for "be careful" and white for "go".

However, the choice of white for "go" caused a lot of problems. At night, white lights from street lamps sometimes made train drivers believe the white traffic light was on and that they could go. This resulted in several serious collisions, and railway officials decided to replace the white light with yellow and to change the meaning of the traffic light colours. The green light now meant "go" and yellow meant "be careful" as it was the most clearly visible traffic light at night. Soon the system was introduced on roads, and red, yellow and green lights have been used ever since.

And have you ever wondered how colour-blind drivers, who cannot tell the difference between some colours, read traffic lights? Most of them rely on the order of the lights, because green is at the bottom and red is at the top, and this order never changes.

Road engineers in the United States wanted to help colour-blind people recognize the lights better. At first, they tried making the lights much stronger, but it was not effective. One successful solution was changing the lights by adding an orange shade to the red light and a blue shade to the green. This change made a big difference to most colour-blind drivers and such lights can be found all over the USA. Another idea, called Uni-Signal, combines colours with shapes. In this system the red light is triangle-shaped, the green light is square, and the yellow light is a circle. These different shapes allow colour-blind drivers to identify traffic lights from much farther away. However, this system is not widely used because introducing it would be extremely expensive.

Some people believe that the best way to make roads safer is to have no traffic lights at all! The idea is simple – if no one is automatically given the right to drive through at crossroads, then everybody will drive more carefully. However, opponents of this solution say that traffic lights are necessary, especially at big crossroads where the traffic is heavy.

Na podstawie: www.autoevolution.com; www.todayifoundout.com

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6.1. The first signalling system was designed for

A. horse-drawn carriages.
B. pedestrians.
C. motor cars.
D. trains.

6.2. Railway officials decided to stop using the white light because it was

A. not liked by car drivers.
B. not easy to see at night.
C. mistaken for the colour yellow.
D. the same as the light of street lamps.

6.3. Colour-blind drivers in the USA were helped when

A. the traffic light colours were replaced by shapes.
B. the traffic light colours were modified a little.
C. the order of the traffic light colours was changed.
D. the traffic light colours were made stronger.

6.4. Which is stated in the text as an OPINION, not a fact?

A. The use of white traffic lights for “go” led to some dangerous accidents.
B. The combination of colour and shape is helpful for colour-blind drivers.
C. The disappearance of traffic lights will improve road safety.
D. The white traffic lights were replaced by yellow ones.

6.5. Which is the best title for the text?

A. THE DEVELOPMENT OF TRAFFIC LIGHTS
B. OPPOSITION TO NEW TRAFFIC LIGHTS
C. THE FUTURE OF TRAFFIC LIGHTS
D. LIFE BEFORE TRAFFIC LIGHTS

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Zadanie 7. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (7.1.–7.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

THE POWER OF ENCOURAGEMENT

Dante Gabriel Rossetti, the famous 19th-century English poet and artist, was once visited by an elderly man who showed him some drawings. **7.1.** _____ After seeing the first few, Rossetti knew that they were rather poor. He felt sorry for the man, but he couldn't lie. **7.2.** _____ The man was disappointed, but seemed to have expected the negative opinion. He apologized to Rossetti for taking up his time. **7.3.** _____ The artist examined the next set of sketches and immediately became enthusiastic over the talent they showed. "These," he said, "oh, these are very good. This artist has great talent. He should get help and encouragement. He has a great future." **7.4.** _____ "Yes," said the man sadly. "The first drawings I showed you were my son's. But these are mine – from 40 years ago. It's a pity I didn't hear your opinion then! I got discouraged and gave up too soon."

Na podstawie: https://combinedharvesters.wordpress.com

A. Then, he asked Rossetti to look at some more drawings and once again wanted his opinion.
B. So, as gently as possible, he explained that the pictures were without much value.
C. Rossetti asked the man if he knew this gifted artist, and the man nodded.
D. Rossetti agreed but wanted to know who had done all the drawings.
E. He wanted Rossetti to tell him if they showed any potential.

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Zadanie 8. (0–3)

Uzupełnij poniższe minidialogi (8.1.–8.3.). Wybierz spośród podanych opcji brakującą wypowiedź lub jej fragment, tak aby otrzymać spójny i logiczny tekst. Zakreśl jedną z liter: A, B albo C.

8.1.

X: Doctor, I'm not feeling very well.

Y: _____

X: I've got this awful pain in my stomach.

A. What do you think about it?
B. What have you got to do with it?
C. What seems to be the problem?

8.2.

X: We have to hurry up or we will be late.

Y: Don't worry. We still have some time. The match starts _____.

X: Great! That leaves us plenty of time to get some pizza.

A. for more than an hour
B. in an hour
C. an hour

8.3.

X: I really love skiing. What about you?

Y: _____

X: Oh no, not at all.

A. I wish I could ski well.
B. Isn't it terribly dangerous?
C. Actually, I don't know much about it.

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Zadanie 9. (0–4)

W zadaniach 9.1.–9.4. spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania albo fragmentu zdania. Zakreśl jedną z liter: A, B albo C.

9.1. It's been more than a year since I saw my cousin.

A. I saw my cousin many times last year.
B. I haven't seen my cousin for over a year.
C. I've been seeing my cousin regularly since last year.

9.2. Our boss **gave us permission to take** a day off before Christmas.

A. refused to let us take
B. allowed us to take
C. agreed to take

9.3. Jeremy **entered** his first art competition when he was in high school.

A. won a prize in
B. learned about
C. took part in

9.4. Fewer people came to the meeting than we had expected.

A. We thought more people would come to the meeting.
B. Not everybody was allowed to come to the meeting.
C. Too many people came to the meeting.

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Zadanie 10. (0–3)

W zadaniach 10.1.–10.3. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

10.1. _____

- Could you _____ me where the nearest bank is?
- My parents taught me never to _____ a lie.

10.2. _____

- His flat is _____ from the city center.
- We have not received a letter from him so _____.

10.3. _____

- Would you please _____ me a favour and take this letter to the post office?
- I'll cook if you _____ the dishes after dinner.

Zadanie 11. (0–3)

Uzupełnij zdania 11.1.–11.3. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.
<u>Uwaga:</u> w każdą lukę możesz wpisać <u>maksymalnie cztery</u> wyrazy, wliczając w to wyrazy już podane.

11.1. Please don't disturb Susan right now! She (*try / learn*) _____

_____ a poem by heart.

11.2. Do you know that (*one / Jane / interest*) _____

_____ is collecting film posters from foreign countries?

11.3. Mark began writing his essay an hour ago. He (*already / write*) _____

_____ most of it.

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Zadanie 12. (0–12)

Dowiedziałeś(-aś) się o planach zamknięcia klubu sportowego, w którym trenujesz. Na swoim blogu:

- **przedstaw powód zamknięcia klubu**
- **wyjaśnij, dlaczego, Twoim zdaniem, zamknięcie klubu jest złym pomysłem**
- **napisz, w jaki sposób zamierzasz ratować klub przed zamknięciem**
- **poproś czytelników bloga o inne pomysły dotyczące ratowania klubu przed zamknięciem i poinformuj, w jaki sposób mogą Ci je przekazać.**

Napisz swoją wypowiedź w języku angielskim.
***Rozwiń** swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić **od 80 do 130** wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).*

CZYSTOPIS

Hi, everyone! Can you believe that our sports club is going to be closed soon?

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LIVEWORKSHEETS

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Treść	Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
0-1-2-3-4-5	0-1-2	0-1-2-3	0-1-2	

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