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 **E-100**.
Jeżeli tak – przyklej naklejkę.
Jeżeli nie – zgłoś to nauczycielowi.

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM PODSTAWOWY

DATA: **6 maja 2021 r.**
GODZINA ROZPOCZĘCIA: **9:00**
CZAS PRACY: **120 minut**
LICZBA PUNKTÓW DO UZYSKANIA: **50**

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:
- ☐ nieprzenoszenia odpowiedzi na kartę odpowiedzi
- ☐ dostosowania zasad oceniania.

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 15 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.

EJAP-P0-**100**-2105

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Układ graficzny
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Zadanie 1. (0–5)

Usłyszysz dwukrotnie fragment programu radiowego. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		T	F
1.1.	Alice had a bathroom in her tent.		
1.2.	Alice had to bring some camping equipment with her.		
1.3.	Alice and her friends arrived at the accommodation on foot.		
1.4.	Alice and her friends did some sport during their holiday.		
1.5.	Alice is going to book a different type of accommodation for her next holiday.		

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi związane z ulicami. 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.

The speaker

A. talks about a change which he/she started.
B. suggests seeing a display of modern art from a vehicle.
C. invites listeners to visit a house which changes colour in the rain.
D. informs listeners about an interesting way to hide an unattractive view.
E. recommends a tourist attraction which you can only see in wet weather.

2.1.	2.2.	2.3.	2.4.

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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. Gallery visitors will be able to see

A. 16th-century sculptures.

B. films about famous artists.

C. works of painters from different countries.

Tekst 2.

3.2. From the text we learn that Mark

A. ignored a customer.

B. sold something to a customer.

C. changed his behaviour towards a customer.

Tekst 3.

3.3. The speaker

A. suggests various ways of playing with balloons at parties.

B. advises people what to do with balloons after parties.

C. explains why party balloons can be dangerous.

Tekst 4.

3.4. Which is TRUE about Mary?

A. She is responsible for the complete kitchen design.

B. She enjoys working when nobody else is present.

C. She finds her new job too challenging.

Tekst 5.

3.5. The umbrella drone

A. needs some modifications.

B. weighs less than one kilogram.

C. can already be bought.

Tekst 6.

3.6. Who is talking?

A. a restaurant critic

B. a restaurant guest

C. a restaurant owner

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. NA KARTĘ ODPOWIEDZI!

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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. WAYS TO LEARN ESPERANTO
B. AN EASY LANGUAGE TO LEARN
C. THE REASON ESPERANTO WAS CREATED
D. A LANGUAGE WHICH STARTED AS A GAME
E. THE WORLDWIDE POPULARITY OF ESPERANTO
F. CLASS ACTIVITIES USED BY TEACHERS OF ESPERANTO

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AN EXTRAORDINARY IDEA

4.1.	

"Learn English if you want to make money; learn Esperanto if you want to make friends," someone has said. "Esperanto" means "one who hopes". Most people know about this language, and the truth is many enthusiasts of all ages, across the world, have decided to learn it. *The World Esperanto Association* has members in over 120 countries. Esperanto users write books, poetry and songs. Professional associations publish articles in the language and hold regular international meetings.

4.2.	

The person who invented Esperanto was Ludwik Zamenhof. He worked on it for ten years and then in 1887 he published a book describing its rules. He dreamed of peace and tolerance and that's why he started thinking about creating a new language that would help people all over the world to communicate. He believed they would then solve problems through talking rather than fighting. His beautiful vision was soon forgotten, but Esperanto still exists.

4.3.	

People who have learned Esperanto say that it is child's play to learn compared with other languages. Esperanto consists of building blocks with standard endings for different parts of speech. Its grammar rules aren't very complicated, verbs are regular, there are no exceptions, and the vocabulary is a mix of a few popular languages.

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4.4.	

Some people like studying Esperanto on their own using teach-yourself books. Others prefer learning the language in a traditional classroom, and if you are one of them, Stoke-on-Trent is the ideal place for you. This is because this British town has many schools of Esperanto. Those who are looking for more technological options can use various language-learning applications.

adapted from http://blogs.bl.uk

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Zadanie 5. (0–3)

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

Tekst 1.

DRIVING ACROSS THE MACKINAC BRIDGE

The Mackinac Bridge in Michigan is one of the longest bridges in the world. Occasionally, in windy weather, it can move as much as 35 feet from side to side, so driving on it can be frightening. However, if you feel uncomfortable about the idea of driving over the bridge, we strongly advise you to stop at the yellow phone booth before crossing the bridge and call 906-643-7600 for help. One of our crew members will then drive you across, so you'll enjoy your trip without worrying. There is no additional fee for this.

adapted from http://abcnews.go.com

5.1. The author of this text

A. advises drivers what to do if their car breaks down on the Mackinac Bridge.
B. recommends a useful service available at the Mackinac Bridge.
C. warns drivers of strict rules on the Mackinac Bridge.

Tekst 2.

"Good morning. I'm looking for a covered bridge in this area. Do you think you could help me find it?" said a man to Francesca, who was standing near the porch.
"I'll be glad to guide you there," answered Francesca, and climbed into his pickup. "Turn right," she pointed.
"I'm Robert Kincaid, a photographer working for *National Geographic*. I'm here to take pictures of covered bridges in Madison County. I've located six of them, but I guess there's at least one more, and it's supposed to be out in this direction."
"I think it's the Roseman Bridge you are looking for," said Francesca. After half an hour she said, "There it is." The old bridge with a red roof sat across a small stream. Robert Kincaid smiled.

adapted from The Bridges of Madison County by Robert James Waller

5.2. The best title for the text would be

A. ON THE WAY TO THE ROSEMAN BRIDGE
B. FAMOUS PHOTO OF THE ROSEMAN BRIDGE
C. MEETING ON THE ROSEMAN BRIDGE

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Tekst 3.

AN UNUSUAL CEREMONY

The authorities didn't put off the opening ceremony for a bridge over a canal in the small town of Jested, although the bridge was a metre too short. They discovered this four days before the ceremony. However, the invitations had already been sent, so the official opening of the bridge took place at the previously announced time.

"We ordered a bridge to go from one side of the canal to the other. Someone made a mistake during the construction and now the bridge can't be used. Engineers say it will be ready in two months. But we won't organise a second ceremony," the mayor of Jested said.

adapted from www.thelocal.dk

5.3. Which sentence is TRUE about the bridge?

A. The opening ceremony took place two months later than planned.

B. The authorities decided to organise more than one opening ceremony.

C. The opening ceremony took place despite a problem.

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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.

Many people get to see meteorites burning up in the Earth's atmosphere at least several times in their lives but few have the chance to see a meteorite up close. And then there are those who've had enough luck (or bad luck) to have their lives changed by a meteorite falling from the sky. Nearly thirty years ago, there was a strange and fascinating incident like that in Peekskill, New York.

Before 1992, only a few meteorites burning in the sky had been caught on film. However, on October 9th that year, the fall of a meteorite in Peekskill was filmed by a large number of cameras. Since it was a Friday afternoon, many high school students were attending a local football game and were able to film the fall of the meteorite. At least 16 of them recorded the meteorite as it fell from the sky like a green fireball.

When it fell to Earth, still burning, it hit the car of Michelle Knapp, who was 18 years old at the time. Michelle's parents had bought a second-hand Chevrolet for $300 a few weeks earlier and they had given it to her on her 18th birthday. When the meteorite hit, her beloved car was parked in her driveway and Michelle was watching TV in her bedroom. She was surprised by an extremely loud noise in her front yard and ran out to see what had happened. She thought that there had been a traffic accident in front of her house.

Instead, she saw something that almost gave her a heart attack. A meteorite had hit the back of her Chevrolet, gone through her car and landed on the ground below it. Michelle couldn't believe her eyes. She realized that her car had just been hit by a meteorite that had fallen from the sky!

Although Michelle's $300 Chevrolet had been destroyed, she soon realized that the meteorite was a business opportunity. In the following days, she sold the damaged car for $10,000 to Iris Lang, wife of the well-known meteorite collector Al Lang. Museums from all over the world borrowed the car from Al Lang to put it on display. Michelle decided to break the meteorite into pieces and got $25,000 for each of them from three different private buyers.

adapted from www.thevintagenews.com

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6.1. The fall of the Peekskill meteorite

A. was the first recorded on video camera.
B. was reported by 16 journalists.
C. happened during a school sports event.
D. took place at night.

6.2. Which is TRUE about the car that the meteorite hit?

A. Michelle had paid $300 for it.
B. It had belonged to Michelle for years.
C. Michelle had borrowed it from her friend.
D. It had been given to Michelle as a present.

6.3. Where was Michelle when the meteorite fell?

A. inside her house
B. on the driveway
C. in her front yard
D. at a car park

6.4. What did Michelle do with the meteorite?

A. She gave it as a gift to three different people.
B. She sold it to a museum.
C. She kept it on display at home.
D. She sold it in parts.

6.5. What's the best title for the story?

A. A RISKY BUSINESS
B. A DISAPPOINTING PRESENT
C. AN UNUSUAL EVENT WITH A HAPPY ENDING
D. A ROAD ACCIDENT CAUSED BY A METEORITE

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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.

THE NIGHT I MET EINSTEIN

When I was young, I was invited to dine at the home of a well-known New Yorker. After dinner, all the guests were taken to a large room. I noticed something that worried me. There were many chairs in long rows and musical instruments on stands at the front. **7.1.** _____ This thought didn't fill me with enthusiasm because I had no musical ear. I sat down and when the music started, I switched off and got lost in my own thoughts, trying to keep an intelligent expression on my face. **7.2.** _____ At that moment I started clapping, too, although I hadn't been listening. Suddenly, the man sitting on my right asked me in a gentle voice: "Are you fond of Bach?" I wasn't familiar with classical music at all. I looked up and recognized the man who asked the question. It was Albert Einstein, one of the most famous scientists in the world. I could see from his eyes that this was a man to whom you couldn't tell a lie. **7.3.** _____ Einstein was shocked at these words and asked me to follow him to a room upstairs. There he gave me an unforgettable lesson on classical music.

adapted from www.rd.com

A. I didn't enjoy music so I left the room immediately.

B. I realized that there was going to be a concert.

C. So I admitted that I knew nothing about Bach and never listened to any music.

D. Next time I understood that music was to me no more than a set of noises.

E. After some time I heard people around me shouting enthusiastically and giving applause.

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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.

WHY ARE MOST PLANES PAINTED WHITE?

Did you ever wonder why planes are painted white? Well, when planes leave the factory, they are usually green, but then almost **8.1.** _____ of them are painted white. Sure, some have stripes, decorations, and logos in different colours, but the dominant colour is almost always white. It seems a bit strange but there are good **8.2.** _____ for it. Firstly, white doesn't fade away, and when a white plane gets old, it still looks fresh compared to a dark-coloured plane. **8.3.** _____ it's easier to sell such a plane. It's enough to remove the company's name and logo. Painting a whole plane is expensive. It can **8.4.** _____ up to $200,000. Secondly, white paint means better visibility in the sky. For example, it is easier to see a white plane **8.5.** _____ night. Additionally, any damage to the outside of the plane is more noticeable on white paint. And finally, white became the standard colour because white objects reflect light, which in turn lowers the temperature inside the cabin.

adapted from www.allindiaroundup.com

8.1.

A. some
B. each
C. all

8.2.

A. reasons
B. effects
C. ideas

8.3.

A. Since then
B. That's why
C. As well as

8.4.

A. pay
B. earn
C. cost

8.5.

A. at
B. in
C. on

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Zadanie 9. (0–5)

W zadaniach 9.1.–9.5. spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę. Zakreśl jedną z liter: A, B albo C.

9.1. (*Czy mógłbyś mi pomóc*) _____ with these boxes? They are too heavy for me.

A. Shall I help you
B. Why didn't you help me
C. Would you mind helping me

9.2. I haven't been to a gym (*odkąd*) _____ I twisted my ankle.

A. when
B. since
C. until

9.3. It's too late to call our boss now. (*A może wyślijmy*) _____ him an e-mail?

A. Did you send
B. Maybe we sent
C. What about sending

9.4. Your dog is really lovely. When you go on holiday, I can (*zaopiekować się*) _____ him for you.

A. look at
B. look for
C. look after

9.5. After digging the tunnel, the prisoners (*byli w stanie*) _____ to escape.

A. were able
B. were going
C. were allowed

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Zadanie 10. (0–10)

Zostałeś(-aś) przyjęty/przyjęta do pracy w firmie, w której bardzo chciałeś(-aś) się zatrudnić. Na swoim blogu:

- **wyjaśnij, dlaczego wybrałeś(-aś) tę firmę**
- **napisz, jakie kroki podjąłeś/podjęłaś, żeby zrobić dobre wrażenie podczas rozmowy kwalifikacyjnej**
- **opisz, co Cię najbardziej zaskoczyło podczas tej rozmowy**
- **poinformuj, jak zareagowałeś(-aś) na informację, że przyjęto Cię do pracy.**

*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).*

CZYSTOPIS

Hi everyone,
I've just got a job in a company where I really wanted to work.

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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	

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BRUDNOPIS (*nie podlega ocenie*)

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