



Centralna Komisja Egzaminacyjna

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

Układ graficzny © CKE 2010

WPISUJE ZDAJĄCY

KOD

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PESEL

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*Miejsce
na naklejkę
z kodem*

dysleksja

**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO**

dla osób niesłyszących

POZIOM PODSTAWOWY

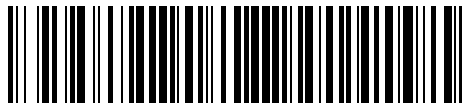
MAJ 2013

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 11 stron (zadania 1 – 13). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
3. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
4. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
5. Na tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
6. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

**Czas pracy:
120 minut**

**Liczba punktów
do uzyskania: 100**



MJA-P1_7P-132

ROZUMIENIE TEKSTU PISANEGO

Przeczytaj list czytelnika do redakcji gazety. Wykonaj zadania 1. i 2. do tego tekstu.

Dear Editor,

Your article about vegetarianism was great! After reading it I decided to tell you my story.

When I was a child I lived with my family on a farm, about 50 kilometers from Perth, the biggest city in the south-west of Australia. Our house was 5 kilometers from the nearest town and every day my father drove me there to school. My parents were farmers and we had a big garden. My mother grew vegetables. Lots of them. And every Saturday she sold them at the town market and bought from other sellers the meat, sugar or flour we needed. At that time meat was very expensive so we ate it only on Sundays. During the week we ate soya beans, rice and vegetables from our garden, mainly carrots, potatoes and corn. But my mum always prepared vegetables in the same way so soon I started to hate them. It was really boring to have the same kind of food every day!

At the age of 18 I left home and came to Perth to study at university. After a few months I got my first job. I started to work for Angus. He had a vegetarian restaurant and he needed a waitress. He was also a great chef. For a long time I didn't want to try his dishes but for my birthday he made a special dish for me. He told me there was chicken in it. I ate everything and it tasted delicious. I wanted to make it for my boyfriend so Angus gave me the recipe. And there wasn't any chicken in it... Only vegetables and a special kind of cheese. I couldn't believe vegetables can be so good! They tasted so different from my mum's food. Now I will have vegetarian meals much more often.

Best regards,
Kim Norton

adapted from www.topics-mag.com

Zadanie 1. (10 pkt)

Odpowiedz na pytania pełnymi zdaniami w języku angielskim.

1. Where did Kim live as a child?

.....

2. How did Kim get to school?

.....

3. Why did Kim start to hate vegetables?

.....

4. Why did Kim ask Angus for a recipe?

.....

5. What food did Angus make for Kim's birthday?

.....

Zadanie 2. (5 pkt)

Uzupełnij zdania wyrazami z ramki. **Uwaga:** jeden wyraz nie pasuje do żadnego zdania.

buy	meat	sell	boss	vegetables	father
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1. Kim's worked on a farm.

2. Kim's mother didn't vegetables at the market.

3. Kim's family ate only on Sundays.

4. Angus was Kim's

5. Angus prepared in a different way to Kim's mum.

Przeczytaj uważnie tekst. Wykonaj zadania 3. i 4. do tego tekstu.

STUDENTS' OPINIONS ABOUT SCHOOL UNIFORMS

Last week we asked you for opinions about school uniforms. Here are some comments from our forum.

Adam: A school uniform is a very good idea. Students who have rich parents often wear fashionable clothes to school and then other students feel worse. But when we wear a uniform, it's not important. My sister studies medicine in London and my parents pay a lot for her studies so I can't buy new clothes too often.

Tom: I think that school uniforms are too formal for our times. Everyday clothes are simply a lot more practical and individual. They show who we are, how we feel on that day. Wearing the same clothes every day must be so boring! It is really depressing to see two hundred students at my sister's school wearing the same uniform. I'm lucky that I don't have this problem at my school.

Sara: I like uniforms for two reasons. First, in the morning I don't have to think what clothes I should put on for school, so I can sleep at least 10 minutes longer. And I love sleeping. Second, it shows which school I go to and I want people to know that I study here. It's the best school in town!

Laura: I don't like uniforms. I have only one so it's difficult to keep it fresh and clean. I can only wash it at the weekend. I think I should have at least two of them! And if we have to wear uniforms, they should be brighter, not dark gray or navy blue.

Zadanie 3. (5 pkt)

Podkreśl **TRUE**, jeżeli zdanie jest prawdziwe. Podkreśl **FALSE**, jeżeli zdanie jest fałszywe.

1. Adam's sister is a doctor. **TRUE / FALSE**
2. Tom and his sister go to different schools. **TRUE / FALSE**
3. Sara doesn't like her school. **TRUE / FALSE**
4. Laura washes her uniform twice a week. **TRUE / FALSE**
5. Two of the students like the idea of uniforms at school. **TRUE / FALSE**

Zadanie 4. (5 pkt)

Odpowiedz na pytania w tabeli. Zaznacz znakiem X właściwą osobę.

Uwaga: jedną osobę musisz zaznaczyć znakiem X dwa razy.

Which student	Adam	Tom	Sara	Laura
1. doesn't get much money to buy clothes?				
2. would like to have a uniform in a different colour?				
3. doesn't like getting up in the morning?				
4. likes to wear different clothes every day?				
5. thinks that one uniform is not enough?				

REAGOWANIE JĘZYKOWE W CODZIENNYCH SYTUACJACH**Zadanie 5. (7 pkt)****Dobierz właściwą odpowiedź do każdego pytania. Wpisz litery do tabeli.****Uwaga: jedna odpowiedź nie pasuje do żadnego pytania.****PYTANIA**

1. Should I take this sweater?
2. How do I get to the railway station?
3. What do your parents do?
4. Is my face dirty?
5. What have you got in your bag?
6. What would you like to drink?
7. How is your coffee?

ODPOWIEDZI

- A. Well, I'm afraid it is.
- B. Just some clothes.
- C. They are scientists.
- D. I think you need a smaller size.
- E. You must take bus number 52.
- F. We are from London.
- G. It's a little too cold.
- H. A cup of tea, please.

1.	2.	3.	4.	5.	6.	7.

Zadanie 6. (6 pkt)**Dobierz właściwą reakcję do każdej sytuacji. Wpisz litery do tabeli.****Uwaga: jedna reakcja nie pasuje do żadnej sytuacji.****SYTUACJE**

1. Chcesz iść z kolegą do kina w weekend. Jak poprosisz go o kupienie biletów?
2. Co powiesz koledze, który chce nauczyć się języka włoskiego?
3. Kolega był chory. Jak zapytasz go o zdrowie?
4. Kolega pyta Cię o wrażenia z wakacji nad morzem. Co powiesz?
5. Nauczyciel pyta, dlaczego nie masz zadania domowego. Co odpowiesz?
6. Ktoś pyta, gdzie może zaparkować samochód. Co odpowiesz?

REAKCJE

- A. Are you better today?
- B. The beach was great but I was sick for the first week.
- C. Sorry, I left it at home.
- D. The car park is round the corner, next to the cinema.
- E. Go to bed now. You're sick.
- F. I think you should do a course in Italy.
- G. Can you buy tickets for Sunday?

1.	2.	3.	4.	5.	6.

Zadanie 7. (12 pkt)

Popatrz na zdjęcie. Odpowiedz na pytania 1 – 6 pełnymi zdaniami w języku angielskim.
W pytaniach 4 – 6 nie musisz udzielać prawdziwych odpowiedzi – możesz je wymyślić!



www.emc.org/assets/images/news/large/story-2469-01.jpg

1. What is the man doing?

2. What clothes is the man wearing?

3. What can you see on the grass?

4. Why are so many people watching the man?

5. Do you like watching sports programmes on TV? Why? / Why not?

6. What games do you usually play with friends?

**ROZPOZNAWANIE I STOSOWANIE STRUKTUR
LEKSYKALNO-GRAMATYCZNYCH****Zadanie 8. (5 pkt)**

Do każdego zdania wstaw jeden wyraz z ramki.

Uwaga: jeden wyraz nie pasuje do żadnego zdania.

fruit • sick • monkey • news • cold • fridge
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1. A was born in our zoo last week.
2. I don't like Would you like my orange?
3. I don't watch the very often. I think that politics is boring.
4. Can you get me some milk from the ?
5. I have to see a doctor. I have a bad

Zadanie 9. (5 pkt)

Wybierz prawidłowy wyraz. Zakreśl literę A, B albo C.

1. Last week we to Rome.
A. went
B. have gone
C. are going
2. Tom came my party with his new girlfriend.
A. in
B. at
C. to
3. Have you ever such a beautiful dress?
A. met
B. seen
C. been
4. Is this your dog?
A. cousin
B. cousin's
C. cousins
5. How did you work on this essay? It's great!
A. long
B. far
C. many

Zadanie 10. (5 pkt)

Uzupełnij tekst wyrazami z ramki. Zakreśl literę A, B albo C.

Kate Warren usually 1. her weekends at home, but last Friday she decided to go with her boyfriend to Paris. 2. flight was very short – it only took forty minutes. They loved the city. There are so 3. interesting places to visit there. They saw the Eiffel Tower, the Louvre Museum and art galleries 4. were full of modern sculptures and paintings. Although during the trip it was quite cold and a bit rainy, they 5. a great time in Paris.

1.	2.	3.	4.	5.
A. spend	A. Their	A. lots	A. which	A. made
B. spends	B. There	B. much	B. who	B. did
C. is spending	C. They	C. many	C. whose	C. had

Zadanie 11. (5 pkt)

Dobierz właściwe zakończenie do każdego początku zdania. Wpisz litery do tabeli.

Uwaga: jedno zakończenie nie pasuje do żadnego początku zdania.

- | | |
|-------------------------------|---------------------------------------|
| 1. I don't know where | A. going to buy a new car. |
| 2. On Monday Mike | B. I saw this woman. |
| 3. My parents are | C. come to your party last week. |
| 4. I'm sorry I couldn't | D. you to visit me next week. |
| 5. I would like | E. watched the match yesterday. |
| | F. won some money. |

1.	2.	3.	4.	5.

PRZETWARZANIE TEKSTU

Zadanie 12. (10 pkt)

Przeczytaj tekst o parku rozrywki w USA.

ANIMAL KINGDOM PARK

The *Animal Kingdom Park* is one of the main attractions in Florida. It's 25 miles from the centre of Orlando. If you live in one of the hotels in the area, you can get to the park by bus but the best means of transport is a car.

In the *Animal Kingdom Park* you can learn a lot about wild animals and play with many of them, for instance monkeys or giraffes! There is also a special attraction for kids – they can meet characters from children's cartoons, for example *Finding Nemo* or *The Lion King*.

You can have a meal in one of the many restaurants and fast food bars. You can try American, Asian and African dishes. The most popular place to eat is *The Rainforest Café*, which looks like a jungle inside.

The park is open all year round, but the opening times are longer in summer.

Napisz podobny tekst o parku rozrywki w Anglii. Wykorzystaj wszystkie informacje z tabeli. Możesz napisać więcej o tym parku rozrywki i dodać wymyślone informacje.

LONGLEAT SAFARI PARK	
WHERE IT IS	the south of England, 150 km from London
HOW TO GET THERE	bus from Warminster Station (5 km from Longleat) or by car
WHAT TO DO AND SEE	see wild animals from your car, feed some animals
SPECIAL ATTRACTION	travel on a jungle train
WHERE TO EAT	restaurants and cafés; British and European food <i>The Tropical Storm Café</i> - new, like a rainforest
WHEN TO COME	March to November - open every day, winter - open only at weekends

CZYSTOPIS

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BRUDNOPIS (*nie podlega ocenie*)



PESEL

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MJA-P1_7P-132

WYPEŁNIA ZDAJĄCY

Miejsce na naklejkę z nr PESEL

WYPEŁNIA EGZAMINATOR

Nr zad.	Punkty												
	0	1	2	3	4	5	6	7	8	9	10	11	12
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
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"/>					
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Zad. 12	0	1	2	3	4	5
Treść	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bog.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Popr.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SUMA PUNKTÓW

S

0 1

D

0 1 2 3 4 5 6 7 8 9

J

0 1 2 3 4 5 6 7 8 9

		ZADANIE 13				
Punkty		0	1	2	3	4
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"/>		
	Inf. 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Forma		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bogactwo		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poprawność		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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KOD EGZAMINATORA

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Czytelny podpis egzaminatora

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KOD ZDAJĄCEGO