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 ***Formuła 2015***

JĘZYK ANGIELSKI

Poziom podstawowy

Symbol arkusza
EJAP-P0-**100**-2408

DATA: **20 sierpnia 2024 r.**

GODZINA ROZPOCZĘCIA: **9:00**

CZAS TRWANIA: **120 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **50**

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

- ☐ nieprzenoszenia odpowiedzi na kartę odpowiedzi
- ☐ dostosowania zasad oceniania.

Przed rozpoczęciem pracy z arkuszem egzaminacyjnym

1. Sprawdź, czy nauczyciel przekazał Ci **właściwy arkusz egzaminacyjny**, tj. arkusz we **właściwej formule**, z **właściwego przedmiotu** na **właściwym poziomie**.
2. Jeżeli przekazano Ci **niewłaściwy** arkusz – natychmiast zgłoś to nauczycielowi. Nie rozrywaj banderol.
3. Jeżeli przekazano Ci **właściwy** arkusz – rozerwij banderole po otrzymaniu takiego polecenia od nauczyciela. Zapoznaj się z instrukcją na stronie 2.

Więcej arkuszy znajdziesz na stronie:
https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

Układ graficzny
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Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 18 stron (zadania 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Na pierwszej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
3. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
4. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
5. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
6. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
7. Symbol  zamieszczony przy zadaniu zamkniętym oznacza, że rozwiązanie tego zadania musisz przenieść na kartę odpowiedzi. Ocenie podlegają wyłącznie rozwiązania zaznaczone na karcie odpowiedzi.
8. Aby zaznaczyć odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe pole.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

Więcej arkuszy znajdziesz na stronie:
https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

Zadania egzaminacyjne są wydrukowane na następnych stronach.

Więcej arkuszy znajdziesz na stronie:
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Zadanie 1. (0–5)

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

		T	F
1.1.	Clothes library users have to clean the clothes before returning them.		
1.2.	Zoe got the idea of opening a clothes library when she and her sister lived together.		
1.3.	The interviewer is surprised that so many clothes are thrown away.		
1.4.	Zoe explains why many people buy new clothes so often.		
1.5.	Helping people save money is the most important thing for Zoe.		

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z kolorami. Do każdej wypowiedzi (2.1.–2.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.
<u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

A. asks somebody for his/her opinion.
B. invites listeners to attend a practical course.
C. is giving a welcome speech to new students.
D. explains what certain colours in paintings mean.
E. is talking about a place which was owned by a famous person.
F. is a teacher who tells the students what they should do during the class.

2.1.	**2.2.**	**2.3.**	**2.4.**	**2.5.**

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Zadanie 3. (0–5)

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

Tekst 1.

3.1. The woman is talking about

A. difficulties involved in hosting an exchange student.

B. problems that an exchange student has to deal with.

C. aspects of an exchange student's behaviour which have impressed her.

Tekst 2.

3.2. When visiting the museum, you can

A. touch the furniture.

B. buy postcards with many iconic detectives.

C. make short films.

Tekst 3.

3.3. The woman is leaving a message for her

A. colleague.

B. husband.

C. boss.

Tekst 4.

3.4. The speakers agree to work together

A. at an animal shelter.

B. as babysitters.

C. in a shop.

Tekst 5.

3.5. The retired circus elephants

A. were born in the wild and then worked as circus animals.

B. will be joined by more elephants later on.

C. will be moved to a wild area in Asia.

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

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Zadanie 4. (0–4)

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej oznaczonej 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. DO-IT-YOURSELF
B. EXPENSIVE LIFESTYLE
C. LOWER MONTHLY BILLS
D. SPECIALIST HELP NEEDED
E. SOME DISADVANTAGES OF BOAT LIFE
F. THE REASON FOR A LIFE-CHANGING DECISION

A LIFE ON WATER

4.1.	

When the bank refused to give Holly Sharp and her husband Noah a loan to buy a house, they had to find an alternative they could afford. They had always liked the idea of living in a small space, so when they saw an old houseboat for sale, they quickly made up their minds and bought it. Starting all over again wasn't easy, but now, after a year living on the boat, they have no regrets.

4.2.	

Holly says that since moving onto their houseboat their financial situation has improved. Apart from not having to pay any rent, they don't use gas at all, and they pay less for electricity. There is a wood stove on the boat, and their family and friends give them wood for free. A year ago, they couldn't even imagine that it was possible to live so cheaply.

4.3.	

The couple spent the first few months renovating the boat and they still have a lot of work left to do. Noah has learnt how to fix things around the boat, so they don't have to call specialists for help. They also enjoy doing jobs together, like painting parts of the boat and polishing furniture. In the past they didn't even think about doing things like this on their own, although it turns out they are actually quite easy.

Więcej arkuszy znajdziesz na stronie:
https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

4.4.	

Adapting to life on a houseboat has been quite a challenge because there isn't much room on board. The couple can't have as many things as they used to, but they have managed to find space for their stamp albums, Holly's electric piano and a few pieces of art brought back from their honeymoon in Italy. Unfortunately, having a party on board of a small boat is nearly impossible.

Na podstawie: www.dailymail.co.uk

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

Zadanie 5. (0–3)

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

Tekst 1.

A recent survey found that nearly three quarters of Americans read at least one book a year. Although nowadays audio books and eBooks are widely available, printed books are still the most popular format. People who read books on a daily basis know that reading makes them feel good, and they can relax by getting lost in a good story. Reading reduces stress more than walking, listening to music or playing games. Also, readers tend to be kinder, because reading about the experiences and feelings of others helps you to understand the people around you.

Na podstawie: www.toledolibrary.org

5.1. Which is the best title for the text?

A. THE BENEFITS YOU RECEIVE FROM READING
B. THE REASONS SOME PEOPLE AVOID READING BOOKS
C. THE ADVANTAGES OF E-BOOKS COMPARED TO PRINTED BOOKS

Tekst 2.

 # YourComments

*****

THE BOOK I'VE JUST READ

The Compound by Stephanie Stuve-Bodeen is a book that I didn't want to read because some friends told me it was boring. However, one day I finally took the book off my shelf. As soon as I started reading it, I just couldn't put it down. It was much better than I had expected. I honestly thought it would be just an average book, nothing special. But I was wrong. The story is full of action and mystery, which makes it such a pleasure to read! You won't regret giving it a try, in fact you might end up writing a review like mine!

Na podstawie: www.teenink.com

Więcej arkuszy znajdziesz na stronie:
https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

5.2. The author of this text

A. gives a summary of a book.
B. encourages readers to read a book.
C. suggests that readers should share their book reviews.

Tekst 3.

IN SEARCH OF A BOOK

I went to the school library to return some books and to borrow my favourite one. Our librarian, Mrs. Jones, has a rule that a book has to remain on the shelf for five whole school days before you can borrow it again. She says that it's to make sure other people get a chance to read it. Today was the day that I could borrow my favourite book again. I said "Good morning Mrs. Jones" with hidden excitement as I put my books on the returns shelf, and she replied cheerfully "Good morning Amy". I then hurried to the H–N shelves where I knew my book would be waiting for me. But it wasn't there. I looked behind the books, in case it had been pushed back and hidden, but... there was no sign of it.

Na podstawie: www.torforgeblog.com

5.3. Amy didn't borrow her favourite book because she

A. didn't remember to return some books on time.
B. couldn't find it in its usual place.
C. hadn't obeyed Mrs Jones' rule.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Więcej arkuszy znajdziesz na stronie:
https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

Zadanie 6. (0–5)

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

“Lucy …”
“What?” I was so excited waiting for the bell to ring that I didn’t hear my teacher calling my name. “Oh.” I raised my head, looked at the long math problem written across the whiteboard, and said, “Four.” Mrs. Clark looked at me and then at the numbers she’d written. “Correct. That’s all for...” Suddenly the bell rang, so by the time the teacher finished speaking, I was already down the hall.

I’d been waiting for this moment since the day I saw the information on the school website, and now here it was. I was finally going to my very first programming club meeting!
I started running. I’d already picked out my seat in the computer lab. I wanted to take a seat in the first row. I had to have it!

Oof! Suddenly I ran into someone!
“Watch where you’re going,” Sophia Torres said, blocking me from entering the computer lab. “I’m sorry,” I answered. I just wanted her to move and let me in. There were a few kids at school who scared me, but Sophia wasn’t one of them. “Shouldn’t you be doing sporty stuff or something?” I asked her.
“I’m taking Mondays off for this. This club meeting is important to me, too,” she answered. And with that, she entered the room, throwing herself into the seat that I’d wanted to have for myself. I had to take the seat at the end of the row because a bunch of other kids ran into the room and pushed me back before Mrs. Clark arrived. I was glad she was in charge of the club. She was born in Lebanon, went to university in England, and then came to the United States where she became a teacher. She told us interesting stories about travelling the world, and the things she had done before becoming a teacher. I liked her so much that I almost wanted to be a teacher like her… but only almost. I was going to be a computer programmer, just like my mom.

When were we going to start programming? We were ten minutes into club time, and Mrs. Clark was still calling the names out of the register. When it seemed that she had almost finished, something finally happened.

Beep! Beep! Beep!

I looked around for a few moments before realizing the noise was coming from my backpack. I grabbed my phone and tried to silence it. But the screen stayed dark, and the beeps got louder. Mrs. Clark came over to my desk. I handed my phone over to her. She started looking through my apps. Suddenly, the beeps stopped.

“Looks like someone has made a fake game and downloaded it onto your phone. It’s programmed to beep and freeze your phone. I’m deleting this app, have a look at what I’m doing,” Mrs. Clark said.

“Oh,” I knew exactly who had messed with my phone and from the look on Mrs. Clark’s face, she did, too. Two afternoons a week, he was her student. “Say hi to Alex for me when you see him,” Mrs. Clark said. “I will,” I answered, but we both knew that when I got home, I was going to have a lot more than “hi” to say to my brother.

Na podstawie: Stacia Deutsch, *The Friendship Code #1*

Więcej arkuszy znajdziesz na stronie:
https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

6.1. From the first paragraph we learn that Lucy left the classroom

A. just before the bell rang.
B. just after her teacher did.
C. in the middle of the maths lesson.
D. after she answered her teacher's question.

6.2. Before Lucy went into the computer lab, she

A. intended to sit at the front.
B. was scared by Sophia.
C. decided to keep a place for a friend.
D. pushed Sophia into the classroom.

6.3. What do we learn about Mrs. Clark?

A. She had lived in just one country.
B. She started her teaching career in America.
C. She wrote stories about her travels.
D. She graduated from a university in Lebanon.

6.4. Who solved the problem which Lucy had with her phone?

A. Mrs. Clark
B. Lucy herself
C. Alex – Lucy's brother
D. a student from Lucy's class

6.5. The text is about

A. a joke played on a brother.
B. an argument with a teacher.
C. unexpected problems at school.
D. classmates ready to help.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Więcej arkuszy znajdziesz na stronie:
https://www.instytutkorepetycji.pl/arkusze-egzaminacyjne/

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.
<u>Uwaga:</u> dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

THE MARRIAGE PROPOSAL

I was going to ask Anne, my girlfriend, to marry me, so I invited her to the restaurant where we'd had our first date. I wore a suit and brought a huge bouquet of flowers with me.
She was supposed to meet me at 7 p.m. so I got there a little early. **7.1.** _____ It was located in a terrible spot – right in the middle of the restaurant. We had joked about how bad it was on our first date, still I knew I had to get that table as it was special for us! I gave my phone to the waitress so she could take some pictures when I asked Anne to marry me.
The waitress happily agreed and quietly informed other guests about my plans. I sat down, smiled and waited. **7.2.** _____ Seeing how sad I was, people started coming up to my table, saying "It will be okay, don't worry." and "Good luck, man, I'm sure everything will work out."
After another ten minutes had passed, the waitress came and gave me my phone back.
I took it and saw that I had received a text message from Anne. It read: "I'm waiting in the car park, let me know when you get here." **7.3.** _____ We sat down at our table and everything was wonderful. But I'm sure there were plenty of people who had already left the restaurant that evening thinking she had broken up with me.

Na podstawie: www.reddit.com

A. I felt so disappointed that I left the restaurant and went home.
B. I chose exactly the same table that we'd had during our first date.
C. I immediately ran out outside to where she was, and we returned to the restaurant together.
D. We knew that the restaurant was definitely too far away to get to on foot.
E. The church clock struck 7 p.m. but my future wife did not appear, and I was still sitting alone 45 minutes later looking very unhappy.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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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.

JIM CARREY – FROM HARDSHIP TO FAME

When Jim Carrey was 14 years old, his family got into financial difficulty because his father had lost his job. They had to live in a van in a relative's garden, and Jim worked at a local factory every day after school to help his family **8.1.** _____ enough money. At the age of 15, Carrey performed a comedy routine onstage for the first time. He was **8.2.** _____ a suit his mum had made for him. When he was 16, he left school to focus on comedy full time. He moved to Los Angeles shortly after. He used **8.3.** _____ his car along Mulholland Drive every night dreaming of being famous. Although he started his career as a film actor in 1983, his first real success came in 1994. That year he starred in three films: *Ace Ventura, The Mask* and *Dumb and Dumber.* In 1998, he appeared in the satirical film *The Truman Show*, in which he played Truman Burbank, a man **8.4.** _____ whole life was a reality television show. The film was a hit and many people believed Carrey would be nominated for an Oscar, but instead he received his first Golden Globe Award for Best Actor in a Motion Picture Drama. Since then, he **8.5.** _____ in numerous films.

Na podstawie: www.themuse.com

8.1.

A. do
B. fix
C. make

8.2.

A. dressing
B. wearing
C. putting

8.3.

A. driving
B. to drive
C. to be driven

8.4.

A. whose
B. who
C. whom

8.5.

A. acts
B. has acted
C. is acting

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Zadanie 9. (0–5)

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

9.1.

X: (*Co robiłeś*) _____ between 6 and 7 yesterday? I tried to call you but you didn't answer.

Y: Nothing special. I was at home.

A. What would you do
B. What have you done
C. What were you doing

9.2.

X: Do you know (*co grają*) _____ at the theatre next Sunday?

Y: *Macbeth,* I think.

A. what's over
B. what's on
C. what's up

9.3.

X: We need to take a break.

Y: You are right. Why don't we stop (*żeby zjeść*) _____ lunch here in this little restaurant?

A. having
B. and had
C. to have

9.4.

X: I'm so glad that tomorrow we have a day off work.

Y: Me too. It's great that we (*nie musimy*) _____ come to the office.

X: I'm going to read a book all day!

A. don't have to
B. mustn't
C. shouldn't

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9.5.

What do you think? (*Czy pozwolą mi*) _____ to publish their photos on my website?

A. Will they allow me
B. Will they ask me
C. Will they let me

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Zadanie 10. (0–10)

Odwiedziłeś(-aś) niedawno park rozrywki. We wpisie na swoim blogu:

- **wyjaśnij, dlaczego zdecydowałeś(-aś) się odwiedzić park rozrywki**
- **napisz, w jaki sposób dotarłeś(-aś) do tego parku rozrywki**
- **opisz problem, który pojawił się podczas Twojej wizyty w parku rozrywki**
- **poinformuj czytelników bloga, dlaczego nie warto odwiedzać takich miejsc w weekend.**

*Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić **od 80 do 130 wyrazów** (nie licząc wyrazów podanych na początku wypowiedzi). 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!
A few days ago, I visited a really nice amusement park.

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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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