

UZUPEŁNIA ZDAJĄCY

KOD

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PESEL

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*miejsce
na naklejkę*

dysleksja

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO POZIOM PODSTAWOWY

CZAS PRACY: 120 minut

LICZBA PUNKTÓW DO UZYSKANIA: 50

Instrukcja dla zdającego

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

Rozumienie ze słuchu

Zadanie 1. (4pkt)

http://http-ws.bbc.co.uk.edgesuite.net/mp3/learningenglish/2009/04/090424_witn_global_economy_report_au_bb.mp3

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie fragment programu radiowego na temat kryzysu finansowego. Zdecyduj które ze zdań jest zgodne z treścią tekstu (true) a które nie (false). Za każda poprawna odpowiedź otrzymasz jeden punkt

- 4.1. Financial officials have not met since G20 summit
- 4.2 The subject of clearing up the banking systems is extremely important
- 4.3 The meeting will be a great opportunity for well-developed countries
- 4.4. According to IMF the global economy will not be in a worse condition this year

zadanie 2 (5pkt)

http://http-ws.bbc.co.uk.edgesuite.net/mp3/learningenglish/2009/04/090423_6min_st_george_audio_for_web_au_bb.mp3

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie fragment programu radiowego na temat święta. Zdecyduj które ze zdań jest zgodne z treścią tekstu a,b,c,d. Za każda poprawna odpowiedź otrzymasz jeden punkt

1. Saint George
 - a) killed a griffin
 - b) is only a patron saint of England
 - c) is a patron saint of Europe
 - d) is a legendary figure
2. Saint George's Day
 - a) is a chance to show national identity of the people of Great Britain
 - b) is a chance to highlight the national unity of the English
 - c) is on the 24th of May
 - d) is rarely celebrated
3. According to the text, St David is the patron saint of
 - a) Wales
 - b) England
 - c) Ireland
 - d) Scotland
4. According to the text a melting pot
 - a) means a society containing people of different background
 - b) means a society containing people of the same background
 - c) refers only to two nations
 - d) refers to about 10 nations
5. According to the text
 - a) Great Britain is a melting pot
 - b) only Wales can be called a melting pot
 - c) fewer people live in England than in Wales
 - d) more people live in Wales than in England

Zadanie 3 (6 pkt)

http://http-ws.bbc.co.uk.edgesuite.net/mp3/learningenglish/2009/04/words_in_the_news_22_apr_2009_au_bb.mp3

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie fragment programu radiowego na temat wyborów w RPA. Wybierz 6 zdań, których treść jest zgodna z treścią tekstu wpisując znak X obok wybranego zdania. Za każda poprawna odpowiedź otrzymasz jeden punkt.

1. The text concerns the election day in the Republic of South Africa
2. The opposition is regarded as a potential winner
3. African National Congress is going to lose its two-third majority
4. Congress of the People and Democratic Alliance are both opposition parties
5. ANC is accused of bribery and being in favour of their friends and colleagues
6. The ANC leader had been charged with corruption and set free
7. Jacob Zuma is expected to become the President
8. Mr Zuma does not want to continue the previous policy

Rozumienie tekstu czytanego

zadanie 4

Przeczytaj tekst, z którego usunięto wszystkie pytania. Wstaw pytani A-I w luki 4.1-4.8. Jedno pytanie pasuje do żadnej odpowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt. (8 pkt)

My dream job?

4.1.

As far as I know I didn't need any qualifications. I was explained I would be shown my job later on

4.2

That's a good question! My pals told me I was mad but I bored with my last job. I needed a new direction.

4.3

I worked in a pub and a local restaurant for about four years. Then I decided Ive had it~

4.4

At the beginning I was a road sweeper. But nine months after starting this job I became a driver of a council lorry.

4.5

Two things. First is my colleagues as I get on well with them. The second thing is pedestrians I am really fond of them

4.6.

Probably the weather. When it snows it's too cold to go out the same as true when it rains

4.7

So far it was to learn how to drive a lorry. That was really demanding. The problem was that I had never driven such a large car before. It was a nightmare!

4.8

I don't know yet. For now I'm quite satisfied with my present situation.

A Where were you working before?

B What are your plans for the future?

C What do you love about your job?

D What made you want to become a refuse loader?

E Has the job changed since you started?

F What has been the most unusual thing you had to do?

G What does it take to be a good refuse loader?

H What do you hate about your job?

I What training and skills did you need?

Zadanie 5

Zapoznaj się z treścią artykułu, z którego usunięto 6 zdań. Wstaw w luki od 5.1. do 5.6 zdania wybierając spośród zdań oznaczonych (A-G). 1 zdanie zostało podane dodatkowo. Za każdą poprawną odpowiedź otrzymasz 1 punkt. (6 pkt)

Careers advice fails young when we need it the most

Only now, with jobs for school leavers disappearing over the horizon, are we beginning to realise the state of careers advice in England. 5.1 – but it will be too late for young people already left without a sense how they can be helped. The choices they make now, whether they be qualifications, training or work, will be all important in determining how well future generations deal with the fundamental changes underway in business and the jobs market.

5.2 Now, only 40% of school pupils in England have a formal interview with a Connexions adviser about their career options (and this might not even be a professional careers adviser).

A lack of public interest in careers advice for young people during the relative times of plenty has meant that radical changes have slipped through in the past three years, with very little attention to the consequences for young people themselves.

Responsibility for what are known as general "information, advice and guidance" (IAG) services was handed to local authorities from 2005. 5.3..... Where you live very much determines what you get.

Professional careers advice matters. A lack of advice and direction, a sense of just drifting from school and into nothing in particular because of a lack of obvious opportunities, will only lead to more young people "not in education, employment or training", or so-called Neets, and more problems for the individuals and their communities.

While access to careers advice in schools is an entitlement, and can be very good, as soon as someone drops off a course later on, is out of work for a while, or falls into the kind of job that doesn't have any prospects, they can find it very difficult to get back onto any kind of pathway to a career. Jobs, training and courses can all seem like an interlocking series of high walls with no way through without special qualifications and achievements.

5.4 Some of the terminology is confusing. For example, services talk about the catch-all term IAG – but information and advice on what exactly? Young people are also put off when services don't appear to be for them,

because they are being aimed explicitly at "disadvantaged and vulnerable groups", when careers advice is too fundamental to be seen as being only for the few.

5.5..... The services themselves may be obvious as a logo or slogan, but not always physically easy to access in terms of a simple place they've seen in town and city high streets that they can walk into.

5.6. The subject of careers has become lost within this bigger agenda. And this doesn't help with changing attitudes of young people to careers advice, when the question of their job is bundled together with their life as a whole, as if they are in need of state support as an individual rather than specific professional guidance on opportunities and their career.

Adapted from Guardian

A As a result, according to a study published by CfBT Education Trust, local authorities in England have gone their own ways, leading to a splintering of services, a muddle of different approaches, uncertainty over funding, a loss of accountability, and an erosion in the quality of service

B In the past almost all pupils would have had at least one interview with a careers specialist.

C Many young people, as well as their parents, don't know what is available to them in terms of help with careers.

D Only few young people understand the language used by the career advisers.

E The variety of initiatives means that a lot of time and money is being spent marketing the different range of services for "youth" information in each area

F Since the push to bring together careers, education and health advice under a single banner of youth support

G Recession might be a useful wake-up call

Zadanie 6

Zapoznaj się z treścią artykułu. W pytaniach 6.1 do 6.6 wybierz właściwą odpowiedź z podanych możliwości a,b,c,d.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

(6 pkt)

Maths?

Was it $\log_a x + \log_a y \equiv \log_a(xy)$ or $\log_a x - \log_a y \equiv \log_a(x/y)$?

Remembering by heart the laws of logarithms may soon be a thing of the past for A-level and AS-level maths students.

The government's exams agency, the Qualifications and Curriculum Authority (QCA), is asking maths teachers whether pupils should still have to memorise a list of formulae for their exams. They also want to know whether teachers think it is time calculators were allowed in all maths A-level, AS-level and further maths papers. Some exam boards ban calculators in one paper.

Teachers have from now until July 9 to make their views known.

Alice Rogers, vice-president of the London Mathematical Society and professor of maths at King's College London, said banning calculators imposed a "straitjacket" on A-level maths exams.

"Calculators allow students to do quick calculations. It is possible to set questions for which a calculator is no help," she said.

"Trigonometric calculations are hard to do without a calculator," said Nick Bowes from the Advisory Committee on Maths Education (Acme). "At A-level, students aren't dealing with simple numbers. The ability to manipulate formulae and problem-solve is as important as numeracy."

But Rogers and Bowes are less sure about whether students should have to memorise formulae.

"There are some formulae that are so straightforward, everyone should know them and others that students should be able to look up," Rogers said.

And what do employers think? Richard Wainer, head of education and skills at the Confederation of British Industry, said students' numerical skills need to be "sorted out" before A-level. Employers want more workers with the analytical and problem-solving skills that often go with the study of maths, he added.

The QCA has cottoned on to this. It is also asking teachers for their opinions on whether there should be a greater emphasis on problem-solving and modelling in maths A-level and AS-level.

Universities claim that maths A-level papers do not distinguish the best mathematicians from the good ones. They also don't think the A* grade, which is due to be introduced in 2010, will help much.

Acme said in a statement: "In mathematics, [the A*] is likely to reward a high degree of accuracy on straightforward questions rather than reveal a high degree of aptitude for the subject ... There is a growing dissatisfaction in universities with the effectiveness of GCE mathematics as a discriminator for admissions for the more competitive courses. This has been accompanied by a growth of interest in universities setting admissions tests, singly or in combination."

If this is the case, should no-calculator exams and the memorising of formulae really have had their day?

6.1 Maths students for A-level and AS-level will soon:

- a) be allowed not to study Maths
- b) be allowed not to learn some part of the material by heart
- c) be banned to count themselves
- d) not use calculators at all

6.2 Calculators are:

- a) banned during all exams

- b) forbidden by all exam boards
 - c) forbidden by the most of exam boards
 - d) forbidden by some exam boards
- 6.3 According to Nick Bowes
- a) numerical skills are not equally important as other ones in Maths
 - b) numerical skills are less important than other ones in Maths
 - c) trigonometric calculations are too much complicated for A-level students
 - d) students at A-level have to count complicated numbers
- 6.4 Acme claims that:
- a) A* will not show real mathematical skills of most students
 - b) A* will show real mathematical skills of most students
 - c) universities are satisfied with mathematical skills presented by their applicants
 - d) university professors think that GCE maths shows students' real mathematical skills
- 6.5 Universities
- a) are more interested in admission tests
 - b) are less interested in admission tests
 - c) want to introduce one common admission test
 - d) do not want to introduce admission tests
- 6.6 The text is about:
- a) limiting the number of demands for students
 - b) introducing more demands for students
 - c) students' attitude towards exams
 - d) A-level exams in the UK

Wypowiedź pisemna

Zadanie 7 (5pkt)

Jesteś na wakacjach w Manchester. Napisz pocztówkę do kolegi z Włoch, w której

- opisz jak wygląda to miasto i jakie ma atrakcje
- napisz co robisz
- napisz co widziałeś wczoraj
- wspomnij czy dobrze się bawisz

Podpisz się XYZ

Zadanie 8 (10 pkt)

Byłeś na koncercie. Napisz list do znajomego z Wielkiej Brytanii. W liście:

- podziękuj za ostatni list i podaj powód dla którego piszesz
- napisz kiedy miał miejsce koncert, z kim pojechałeś i co zobaczyłeś
- opisz swoje wrażenia i wspomnij co najbardziej Ci się podobało
- poproś o szybka odpowiedź

Podpisz się XYZ Długość listu 120-150 słów.