

Miejsce
na naklejkę
z kodem szkoły

dysleksja

OKE KRAKÓW

CKE

JĘZYK ANGIELSKI
POZIOM PODSTAWOWY
PRZYKŁADOWY ZESTAW ZADAŃ

MARZEC
ROK 2008

Czas pracy 120 minut

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 12 stron (zadania 1 – 8). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 20 minut i jest nagrana na płycie 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 podlegają ocenie.
6. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL. Zamaluj ■ pola odpowiadające cyfrom numeru PESEL. Błędne zaznaczenie otocz kółkiem ⊙ i zaznacz właściwe.
7. Postępuj podobnie, zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego. Tylko odpowiedzi zaznaczone na karcie będą oceniane.

Za rozwiązanie
wszystkich zadań
można otrzymać
łącznie
50 punktów

Życzymy powodzenia!

Wypełnia zdający przed
rozpoczęciem pracy

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PESEL ZDAJĄCEGO

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**KOD
ZDAJĄCEGO**

ROZUMIENIE ZE SŁUCHU**Zadanie 1. (6 pkt)**

Zapoznaj się ze zdaniami podanymi poniżej. Usłyszysz dwukrotnie fragment wywiadu. Na podstawie informacji w nim zawartych zdecyduj, które z podanych zdań są prawdziwe /TRUE/, a które fałszywe /FALSE/. Zaznacz znakiem X odpowiednią rubrykę w tabeli.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

		TRUE	FALSE
1.1.	Samantha's style is different now.		
1.2.	Samantha likes wearing sports clothes when she goes shopping.		
1.3.	Samantha never puts on her boyfriend's clothes.		
1.4.	Mark likes it when Samantha wears informal clothes.		
1.5.	Samantha hates getting shoes as presents.		
1.6.	In Samantha's opinion, people look better in trendy clothes.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**Zadanie 2. (5 pkt)**

Zapoznaj się z punktami A-F. Usłyszysz dwukrotnie pięć krótkich wypowiedzi rodziców dotyczących organizowania przyjęć dla dzieci. Na podstawie usłyszanych informacji odpowiedz na pytanie, wpisując odpowiednie litery w kratki 2.1.-2.5. Jeden z punktów A-F podany został dodatkowo i nie odnosi się do żadnej wypowiedzi.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

What is each text about?

- A. REMEMBERING THINGS
- B. PARTY CLOTHES
- C. NUMBER OF GUESTS
- D. DANGEROUS TOY WEAPONS
- E. HEALTH PROBLEMS
- F. ADULT FOOD

2.1.	
2.2.	
2.3.	
2.4.	
2.5.	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. (4 pkt)

Zapoznaj się z zadaniami podanymi poniżej. Usłyszysz dwukrotnie fragment tekstu narracyjnego. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z trzech możliwości, zakreślając literę A, B lub C. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

3.1. Abraham Lincoln (Abe)

- A. knew Sarah was coming to town.
- B. was happy to see Sarah in town.
- C. did not like Sarah's behaviour.

3.2. After Abraham Lincoln was elected president, he

- A. visited Sarah only once.
- B. did not see Sarah again.
- C. often went to see Sarah.

3.3. After Lincoln's death

- A. newspapers wrote long articles about Sarah.
- B. only a few people knew who Sarah really was.
- C. a cabin for Sarah and Lincoln's father was built.

3.4. The speaker wants to present

- A. Abraham Lincoln's childhood and his career as a politician.
- B. some interesting facts from the life of a well-known woman.
- C. the relationship between Abraham Lincoln and his stepmother.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE TEKSTU CZYTANEGO**Zadanie 4. (6 pkt)**

Przeczytaj tekst. Następnie dopasuj do każdego fragmentu zdanie (A-G) podsumowujące jego treść. Wpisz w kratki 4.1.–4.6. odpowiednie litery. Jedno zdanie podane zostało dodatkowo i nie odnosi się do żadnego fragmentu tekstu.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. The beginnings were different from today.
- B. Nobody knows how many there will be.
- C. What it is called and why.
- D. They don't always look the same.
- E. It is a figure standing on a reel of film.
- F. The idea was to reward the best.
- G. Making them demands great care.

AMERICA AT THE MOVIES

4.1.	
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The Academy of Motion Picture Arts and Sciences (AMPAS), a professional organization of artists and craftsmen from the movie industry, was organized in 1927. They met to discuss methods of honoring excellent achievements. The creation of a trophy for exceptional work was decided on. Since then Academy Awards have been given out every year.

4.2.	
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The first ceremony took place in 1929, when movies had just begun to talk. It took place during a banquet held at the Hollywood Roosevelt Hotel. There were more than 270 people present. Tickets for members were free and for guests cost \$5. The winners were known before the banquet. Sealed envelopes were introduced later and are still in use. The custom of presenting the statuettes at a banquet stopped after 1942. Ceremonies have since been held in theatres.

4.3.	
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The statuette is officially named the Academy Award of Merit, but it is better known as an Oscar. It is not clear where the nickname comes from, but a popular story says that an Academy librarian thought the statuette looked like her Uncle Oscar and said so. The Academy did not use the nickname until 1939, but staff members and media did so much earlier.

4.4.	
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Oscar winners are chosen by members of AMPAS. The Academy don't know how many statuettes it will give out until they open the envelopes on Oscar Night. The number of categories and special awards is known before the ceremony, but there is always a possibility of more than one person getting the prize in some categories. That is why it is impossible to predict the exact number of Oscar statuettes that will be given.

4.5.	
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For the company that produces the statuettes it is the first project of the year, and certainly the most prestigious one. Although they could probably do it more quickly, it takes them three to four weeks to make fifty statuettes. Each one is finished to perfection and handled with white gloves. After all, look at the people who will be clutching it on Oscar Night.

4.6.	
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An Oscar statuette may also be presented as an Honorary Award. It may take different forms. For example, a wooden statuette with a movable jaw was presented to Edgar Bergen, during the 1937 Awards, for his creation of Charlie McCarthy. Walt Disney received an Oscar and seven miniature statuettes in 1938 when he was honored for 'Snow White And The Seven Dwarfs'.

adapted from Zoom in on America, 2005 and www.oscars.org

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (8 pkt)

Przeczytaj tekst. Na podstawie informacji w nim zawartych zdecyduj, które z podanych zdań są prawdziwe (TRUE), a które fałszywe (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli.

Za każdą poprawną odpowiedź otrzymasz 1 punkt.

The three boys slowly walked along the crowded street, looking this way and that. Oliver was beginning to wonder what they were supposed to be doing when the Artful Dodger stopped and jumped into a doorway.

‘What’s the matter?’ Oliver asked.

‘Be quiet!’ the Dodger whispered. ‘Do you see that old man standing in front of the book-stall?’ Oliver nodded. ‘He’s fine,’ the Dodger said.

‘A perfect choice,’ Charley added.

Oliver looked from one to the other in complete confusion. Before he could ask what was going on, the Dodger and Charley came nearer behind the old gentleman. Oliver walked a few steps behind them.

The man’s name was Mr. Brownlow. He was a very respectable looking man, with gold spectacles. He was elegantly dressed in a coat with a black velvet collar. He had just picked up a book from an outdoor display and was reading.

As Oliver watched in horror, the Dodger put his hand into Mr. Brownlow’s pocket and pulled out a wallet. He handed it to Charley, and the two boys ran around the corner.

At this moment, Oliver understood the meaning of Fagin’s box full of jewels and the pocket-picking game. His friends were thieves!

Oliver’s eyes opened so wide that it looked like they might fall out of his head. What a shock it was to see the Dodger – his friend! – steal the wallet from the man’s pocket, pass it over to Charley, and then run away. What a terrible thing to do!

For a moment Oliver stood frozen with terror and shock. Then, not knowing what else to do, he ran after Charley and the Dodger.

At that very moment, the old gentleman put his hand in his pocket and realized he’d been robbed. Seeing Oliver running away, he pointed after him and shouted, ‘Stop, thief!’ Then he ran after the boy.

Mr. Brownlow was not the only person to start running after him. Many people in the crowd heard the gentleman and followed him, all shouting for Oliver to stop. The Artful Dodger and Charley joined in, shouting ‘Stop, thief!’ louder than anyone.

It didn’t take long for the crowd to reach poor Oliver and knock him down. Oliver lay on the ground, covered with mud and dust. He looked fearfully around the circle of faces staring down at him and saw only anger there.

adapted from a novel by Charles Dickens, retold by Joanne Mattern

		TRUE	FALSE
5.1.	Oliver and the Artful Dodger met at the door.		
5.2.	Oliver couldn't understand his friends' intentions at first.		
5.3.	Mr Brownlow seemed to be a rich man.		
5.4.	Oliver saw Charley take the man's wallet from his pocket.		
5.5.	Oliver realized that the boys were thieves when he saw a box full of jewels.		
5.6.	Mr Brownlow thought Oliver had robbed him because the boy started running away.		
5.7.	Oliver's friends tried to help him.		
5.8.	Oliver managed to run away from the crowd.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (6 pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Are you tired of waiting around for those in power to take climate change seriously? The young people of Europe are taking action themselves. A climate campaign, called the *BET*, which is run by young people, for young people, has challenged the governments of Europe. And young activists think they are going to beat the authorities!

At the beginning of the climate conference in the Netherlands, there was a bet made between the European Union and European students. The students will try to cut their CO₂ emissions by as much as the EU has promised – but much faster. The EU has eight years to cut emissions by 8%, but young people across Europe will do it in just eight months.

Why will students be able to do this when so many people say that it is too expensive to save the climate, or just too hard? It is because they really want to. Saving the climate is a matter of caring about the planet, realising that what we do today is important for our future.

So young people are leading the way. They are doing what is necessary to stop climate change – cut down energy consumption, and so cut down on CO₂ production. CO₂, which keeps the sun's heat inside the earth's atmosphere, is the cause of climate change. The burning of fossil fuels (coal, oil and gas) to satisfy our energy needs produces CO₂. The only way to save the climate is to change our society into one that does not depend on fossil fuels. The first step is reducing the amount of energy we use – and this is where the *BET* comes in.

There are many different ways to cut CO₂ emissions – turning off computers or stereos when they are not in use, turning off the lights, recycling paper, not buying drinks in cans and cycling to school. All of these simple things save energy and reduce CO₂ production.

For example, cycling to school one day a week compared with driving reduces CO₂ emitted by between 17-20%.

In each of the schools where the *BET* runs, group leaders are responsible for organising the other students. They try to save energy themselves, give talks to other students about climate change, explain ways to save energy, and produce posters and stickers. The leaders also speak to heads of schools and school authorities to get their support for bigger projects. Student groups are also supported by national teams who help them solve any problems and organise nationwide events. With so many people trying so hard, there will really be two winners – the youth of Europe and the climate!

adapted from Earth Focus, 2002

6.1. The campaign was started because young people

- A. wanted to fight European governments.
- B. thought that it would give them more power.
- C. did not want to wait any longer for others to act.
- D. knew the governments didn't want to take action.

6.2. Young people want to reduce the CO₂ emissions

- A. in as much time as the EU planned to do.
- B. in a shorter period of time than the EU.
- C. by eight per cent in eight years.
- D. by one per cent per year.

6.3. What are students going to do to cut down on CO₂ emissions?

- A. Find new sources of energy.
- B. Use less energy themselves.
- C. Stop using computers and stereos.
- D. Use the sun's heat to produce energy.

6.4. According to the text, in order to reduce CO₂ production, you should

- A. use bikes instead of cars.
- B. switch to public transport.
- C. recycle glass and plastic containers.
- D. turn off the heating when it is not needed.

6.5. What kind of student activity is not mentioned in the text?

- A. Turning to head teachers for help.
- B. Making speeches to other students.
- C. Protesting against school authorities.
- D. Preparing some printed materials.

6.6. The author of the text intends to

- A. warn against climate campaigners.
- B. tell the readers how to save energy.
- C. inform young people how to join the *BET*.
- D. present the action taken by young people.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

WYPOWIEDŹ PISEMNA

Zadanie 7. (5 pkt)

Napisz ogłoszenie o spotkaniu z pisarzem organizowanym dla członków Klubu Miłośników Języka Angielskiego.

- Podaj informację o organizowanym spotkaniu z pisarzem.
- Wyjaśnij, jakiego rodzaju książki pisze zaproszony autor.
- Poproś o przygotowanie się do wzięcia udziału w dyskusji.
- Poinformuj o upominkach dla uczestników.

Podpisz się jako *XYZ*. W zadaniu nie jest określony limit słów. Oceniana jest umiejętność zwięzłego przekazu wszystkich informacji określonych w poleceniu (4 punkty) oraz poprawność językowa (1 punkt).

CZYSTOPIS

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Liczba wyrazów	
Liczba błędów	
Procent błędów	

	TREŚĆ				POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4		
Liczba punktów	0-1	0-1	0-1	0-1	0-1	

BRUDNOPIS (*nie podlega ocenie*)

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KOD EGZAMINATORA

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Czytelny podpis egzaminatora

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KOD ZDAJ CEGO