

# Arkusz maturalny nr 4 w formule 2023

## Język angielski Poziom podstawowy

Wynik \_\_\_\_\_ / 60

### Zadanie 1. \_\_\_\_\_ / 5

Usłyszysz dwukrotnie pięć wypowiedzi na temat wolontariatu. Do każdej wypowiedzi (1.1.–1.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.

**Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

#### This speaker

- A. describes a volunteering activity he/she didn't enjoy.
- B. suggests that volunteering with family or friends is better.
- C. believes that we can look at volunteering in different ways.
- D. explains why volunteering is a good activity for young people.
- E. encourages teenagers to sign up for volunteering in their local area.
- F. reports on a volunteering experience which affected his/her hobbies.

1.1.	1.2.	1.3.	1.4.	1.5.

### Zadanie 2. \_\_\_\_\_ / 6

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

#### Tekst 1.

##### 2.1. Where did the incident happen?

- A. in the park
- B. at the beach
- C. online

##### 2.2. Which is the best title for the story?

- A. A LUCKY PICKPOCKET
- B. A LOST MOBILE PHONE
- C. ALWAYS ON DUTY

**Tekst 2.**

**2.3. What happened in Dr Preston's life first?**

- A. He made a Japanese friend.
- B. He went on holiday to Japan.
- C. He graduated from university.

**2.4. On average, Japanese people can expect to live for about**

- A. 81 years.
- B. 84 years.
- C. 90 years.

**2.5. According to Dr Preston, which part of Japanese lifestyle is the most important for a long life?**

- A. a very healthy diet
- B. working until old age
- C. regular physical activity

**2.6. At the end of the interview, Dr Preston**

- A. reports on some research.
- B. complains about the European diet.
- C. encourages British children to stay active.

**Zadanie 3.**

\_\_\_\_\_ / 4

Usłyszysz dwukrotnie rozmowę telefoniczną pracownicy restauracji z klientem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. , tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

**LITTLE ASIA**

→ Not possible (3.1.) \_\_\_\_\_ online yet, but it will change soon

**DISCOUNTS**

→ Group discounts for (3.2.) \_\_\_\_\_ people

→ With a two-course meal – free (3.3.) \_\_\_\_\_

**MENU**

→ All traditional Chinese dishes (speciality: Sweet and Sour Chicken)

**BOOKING**

→ Book on (3.4.) \_\_\_\_\_ at the latest!

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. NOT REALLY A NEW IDEA IN ART
- B. A MYSTERY WAITING TO BE SOLVED
- C. UNUSUAL LOCATIONS FOR ART PIECES
- D. A PIECE OF ART WITH DIFFERENT NAMES
- E. CAUSING DISAGREEMENT AMONG PEOPLE
- F. GRAFFITI ARTISTS' FAVOURITE TECHNIQUES

#### WHAT DOES THE WORLD KNOW ABOUT BANKSY?

4.1.	
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Most people have seen some pieces of Banksy's artwork or heard about him. In fact, he is considered by many the world's most famous street artist. Banksy's real name is not known, although there have been some attempts to reveal it. In 2008, one newspaper identified Banksy as Robin Gunningham. Other names often linked to the artist are Robin Banks from Bristol and Paul Horner from Liverpool. But none of these speculations have been confirmed.

4.2.	
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Banksy is a graffiti artist, who uses a special stencilling technique. He cuts out the design he wants out of paper, cardboard or other material, and then he transfers the image to a surface by using spray paint. Banksy's inspiration was the French stencil artist Blek le Rat, whose first spray-painted stencils appeared in Paris in 1981.

4.3.	
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Banksy's artwork can mysteriously appear where it is least expected. You can spot his characteristic stencil technique practically anywhere – on streets, walls of buildings and bridges. *Girl with Balloon*, which is apparently British people's favourite artwork, appeared first on Waterloo Bridge in London in 2002. *Achoo*, the sneezing woman, was painted on a house in Bristol, while *Bus Shelter Dancers* showed up on a building wall in Great Yarmouth.

4.4.	
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Art lovers around the world are fond of Banksy's painting technique and admire his graffiti images as both powerful and simple at the same time. For many, Banksy's artwork seems to be easier to understand than other artists. However, there is a small group who don't believe his art can be considered real art at all. Some even go as far as calling Banksy a vandal and claim that he breaks the law by his actions and encourages others to do the same.

Przeczytaj cztery teksty (A–D) na temat turnieju tenisowego Wimbledon w Londynie. Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.

### Tekst A

#### THE WIMBLEDON QUEUE – All you need to know

##### What is The Queue?

→ It's a unique, over a century-long tradition of queueing for Wimbledon tickets and buying them on the day of play.

##### When can you start queuing?

→ Most people arrive the evening before or in the early hours on the day of play.

##### What can you bring with you?

→ Overnight queuers may bring their own two-person tents. Barbecues, camping stoves or fires are not allowed.

##### How much are the tickets?

→ A Ground Pass Ticket is the cheapest ticket available for Wimbledon. It's £27 per person per day in the first week. The price is lower (£18) for entry after 5 p.m.

##### What else do you need to know?

→ Tickets are strictly non-transferable and sold on a one ticket per person queuing basis. Reserving a place in the queue for somebody else is not permitted.

### Tekst B

Anybody going to Wimbledon this year? The debate over equal pay for male and female tennis players has started again. I've read that Wimbledon began awarding the same amount of prize money to men and women only in 2007. But some tennis fans suggest that it isn't fair. They claim that women spend less time on court as they play the best of 3 sets, while men play the best of 5. Moreover, men's matches are usually watched by more spectators, and consequently, bring the tournament organisers more money. For these reasons, some people say male tennis players should earn more. I'm afraid I don't share this view. When you look at it, time spent on court is just a small part of a professional tennis player's life. Both women and men train very hard for the whole year to prepare for tournaments. They are not paid per hour, what counts is the final result. And the men's champion and the women's champion are both winners of the competition. At least, that's how I see it. How about you? Let me know your thoughts.

### Tekst C

From: Emma

To: Sam

Hi Sam,

I hope you're well.

We finally made it to Wimbledon this year. It was quite an experience, believe me! We left home about 2 a.m. and joined the Wimbledon queue at 4.15 in the morning! There were a lot of people waiting and hoping to get in. Luckily, we all managed to get our Ground Passes. And to our surprise, they were only £20 each - apparently in the second week of the tournament the price is reduced as there are fewer matches to watch. The day was absolutely fantastic! Maybe apart from a big argument I had with my sister, who always wanted to watch different matches from the rest of us. Anyway, we had a great time.

I'll tell you more when we meet.

Love,  
Emma

### Tekst D

#### **'MISS' AND 'MRS' TO DISAPPEAR FROM WIMBLEDON FEMALE HONOURS BOARDS**

Since the very beginning of the tournament in 1877, the names of male and female Wimbledon champions have been listed on its honours boards differently. The men's boards have always had only the initial and surname of the winner, while the women's boards have also included their title – 'Miss' or 'Mrs'. And so, the 2021 men's champion Novak Djokovic from Serbia was listed on the honours board as N Djokovic, while the female champion, Australian player Ashleigh Barty, was listed as Miss A Barty. This is not going to be the case anymore as Wimbledon has decided to replace all its honours boards by removing titles before the names of its female winners. The move is aimed to modernise the tournament and achieve greater equality between men and women. It is probably also a response to the criticism Wimbledon has received as being outdated and the last of the four tennis grand slams to give women the same prize money as men.

Przeczytaj zdania 5.1.–5.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.

**Uwaga:** jeden tekst nie pasuje do żadnego zdania.

5.1.	The author of this text mentions some reasons for a recent change in a very long tradition.	
5.2.	In this text, somebody presents two sides of an argument on a controversial issue.	
5.3.	This text lists some rules that need to be followed.	

Przeczytaj wiadomość, którą Arek wysłał do koleżanki. Uzupełnij luki 5.4.–5.7. zgodnie z treścią tekstów A–D, tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim.

**Uwaga:** w każdą lukę można wpisać maksymalnie trzy wyrazy.

*Cześć Julka!*

*Pozdrowienia z Londynu!*

*Jak ten czas szybko mija – jestem już tu dwa tygodnie! I tyle rzeczy się wydarzyło! Jutro zaczyna się turniej tenisowy Wimbledon i wszyscy tutaj tym żyją. Bilety online są już oczywiście wyprzedane, ale można je również kupić osobiście – trzeba ustawić się w kolejce w dzień meczu lub dzień wcześniej. Ten zwyczaj istnieje już od 5.4. \_\_\_\_\_! Mąż mojej cioci, Peter, kupuje bilety w ten sposób od kilku lat. W tym roku wybieramy się razem w drugim tygodniu turnieju, bo ceny biletów są wtedy 5.5. \_\_\_\_\_. Planujemy ustawić się w kolejce dzień wcześniej i zabrać ze sobą 5.6. \_\_\_\_\_. Organizatorzy dopuszczają taką możliwość.*

*Już nie mogę się doczekać. Wujek mówi, że Wimbledon wprowadził wiele zmian na lepsze w ciągu ostatnich dwudziestu lat. Wcześniej tenisisci 5.7. \_\_\_\_\_ niż tenisistki, zmieniło się to dopiero w 2007 roku.*

*Szkoda, że nie możesz wybrać się z nami na mecze!*

*Do zobaczenia wkrótce w Warszawie!*

*Arek*

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

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Not many people have heard of Dunoon – a Scottish town which lies about two hours by train or car west of Glasgow. The town used to be known for its American submarine base but, since it closed in 1992, life has been difficult for Dunoon's 7,500 inhabitants. Its main street is full of closed shops, and many houses are in bad condition or completely empty. But all this might change very soon thanks to the town's only secondary school, Dunoon Grammar, which has just been chosen from thousands of other schools and named a world leader.

Since 2013, the headmaster of Dunoon Grammar School has been David Mitchell, who has made many changes over the years. He knows the school very well as he attended Dunoon Grammar himself. Also, his father taught there for many years and gained respect as a very good teacher. When David Mitchell joined the school as its headteacher, it didn't take him long to realise that the school was already excellent at preparing its pupils for university. Most children wanted to succeed, and there was no need to persuade them to become more ambitious. Their only problem was a lack of different life skills. So the headmaster asked Dunoon Grammar teachers to design new classes and projects where pupils are encouraged to be more creative and innovative through cooperation with the local community. Projects have grown from local (running events in local primary schools and presenting at the Glasgow UN Climate Change conference) to international (building education and health facilities in communities in Malawi and Ghana).

Dunoon Grammar projects were soon recognised by T4 Education – a global organisation supporting innovation in teaching. For the first time this year, T4 Education has sponsored the World's Best School Prizes in five categories: Community Collaboration, Environmental Action, Innovation, Overcoming Adversity, and Supporting Healthy Lives. Dunoon Grammar school competed in the Community Collaboration category and as the only school in the United Kingdom reached the final stage of the competition. It was then selected as the World's Best School in this category beating two other finalists: one from India and the other from Brazil. The winners of the five categories shared a prize of \$250,000, each receiving \$50,000.

Dunoon Grammar winning the World's Best School competition will certainly draw people's attention to Dunoon. In the future, the town is also likely to bring visitors through the Dunoon Project – the plan to build a large mountainside tourist attraction including a cable car, zipwires, roller coaster and mountain bike tracks. This will create many new jobs for Dunoon's young people. There are high hopes Glasgow won't be seen as the main career option anymore and the main street in Dunoon will come to life again.

**6.1. Which statement about Dunoon is FALSE according to the first paragraph?**

- A. Glasgow is located to the east of Dunoon.
- B. There is one secondary school in the town.
- C. Some accommodation in Dunoon is not used.
- D. 7,500 American people used to live in the town.

**6.2. What did David Mitchell want to do after he became the headmaster of Dunoon Grammar?**

- A. Teach in the same way his father did.
- B. Help his pupils get a place at university.
- C. Create new courses developing life skills.
- D. Convince his pupils to be more ambitious.

**6.3. In the last stage of the competition,**

- A. each finalist received a prize of \$50,000.
- B. there were several schools from the United Kingdom.
- C. two finalists were chosen for each of the five categories.
- D. schools from Brazil, Scotland and India competed for first prize.

**6.4. From the last paragraph we can conclude that in the future, more young people from Dunoon will be able to**

- A. go to university.
- B. change careers.
- C. stay in their town.
- D. take part in another competition.

**6.5. Which is the best title for the text?**

- A. NEW 'WORLD'S BEST SCHOOL' COMPETITION
- B. SCOTTISH SCHOOL VOTED BEST IN THE WORLD
- C. HEADMASTER'S AMBITIOUS DREAM COMES TRUE
- D. SCOTTISH AND INDIAN SCHOOL PARTNERSHIP



Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (7.1.–7.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst.  
**Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

### CAN TOMATOES TALK TO THEMSELVES?

A very interesting fact about tomatoes has been revealed recently. It turns out that when some insects come close to them, tomato fruits share this information with the rest of the tomato plant as a defensive strategy. **7.1.** \_\_\_\_ To answer this question, scientists from the Federal University of Pelotas in Brazil conducted several experiments. They all involved tomato plants and caterpillars. The researchers have found out that the mechanism of communication is very clever. **7.2.** \_\_\_\_ As a result, the rest of the plant gets ready for the insect's attack by producing a large amount of certain chemicals. **7.3.** \_\_\_\_ In this way, tomatoes become much less attractive for insects to eat.

The fact that some plants communicate by producing and releasing chemicals is not new.

**7.4.** \_\_\_\_ This direction of the chemical communication in tomatoes has been the biggest discovery made by the scientists. It will be interesting to see if other fruits and plants have a similar ability and can communicate in the same way.

- A.** However, it was believed before that the messages are sent from the plant to the fruit and not the other way round.
- B.** But how exactly does the communication between the different parts of the plant happen?
- C.** When tomato fruits sense an approaching insect, they emit a series of electrical signals to the main plant.
- D.** But what are the ways in which they try to attract more and more insects to themselves?
- E.** One of them is hydrogen peroxide, which makes tomatoes taste very unpleasant.

**Zadanie 8.**

\_\_\_\_ / 3

W zadaniach 8.1.–8.3. spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania lub jego fragmentu. Zakreśl jedną z liter: A, B albo C.

8.1. When we arrived at school, the new students had already gone home.

- A. The new students went home before we saw them.
- B. We saw the new students and then they went home.
- C. We didn't see the new students because they didn't come to school.

8.2. We both think **this national park is worth visiting.**

- A. There are better national parks to visit.
- B. It's a good idea to visit this national park.
- C. This national park is too expensive to visit.

8.3. **What's your dream holiday destination?**

- A. What was your most amazing holiday like?
- B. Where would you most like to go on holiday?
- C. What's the best dream about holidays you've had?

**Zadanie 9.**

\_\_\_\_ / 3

W zadaniach 9.1.–9.3. spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu. Zakreśl jedną z liter: A, B albo C.

9.1. When it happened, Tom and I looked at (*siebie*) \_\_\_\_ and started laughing.

- A. each other
- B. ourselves
- C. the other

9.2. Do you know what time (*zaczyna się manifestacja antywojenna*) \_\_\_\_ in the city centre tomorrow?

- A. if the anti-war demonstration starts
- B. does the anti-war demonstration start
- C. the anti-war demonstration starts

9.3. This species of bear (*nie był widziany*) \_\_\_\_ in this area for at least two years.

- A. hasn't seen
- B. wasn't seen
- C. hasn't been seen

Przeczytaj tekst. Uzupełnij każdą lukę (10.1.–10.4.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

## TEEN WRITING COMPETITION

Have you always been keen on writing? Do you have a story to tell? Are you between thirteen and eighteen years old? If you've answered 'yes' to all three questions, you **10.1.** \_\_\_\_\_ invited to enter the next Teen Writing Competition. The theme of this year's competition is 'Friendship'. It doesn't matter whether you are a complete beginner or you've taken part in a writing contest before – our competition is open **10.2.** \_\_\_\_\_ writers of all levels and experience.

Your short story, poem or letter must be 500 words or less. Please remember that longer pieces will **10.3.** \_\_\_\_\_ be accepted. The deadline for submitting your writing is 25<sup>th</sup> of May and winners will be announced on 10<sup>th</sup> of June. Three winning stories will be published in print and online, **10.4.** \_\_\_\_\_ well as being illustrated by our visual story telling team. Please visit our website for more information.

W zadaniach 11.1.–11.3. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

11.1. \_\_\_\_\_

- Police are looking for two young men who \_\_\_\_ into a house in Pine Street yesterday.
- The Second World War \_\_\_\_ out on 1<sup>st</sup> September 1939 when Hitler invaded Poland.

11.2. \_\_\_\_\_

- I'm afraid I'm completely out of \_\_\_\_ – I need to start exercising again.
- My little brother's birthday cake was in the \_\_\_\_ of a football.

11.3. \_\_\_\_\_

- It's really \_\_\_\_ to say who will win the World Cup this year.
- If you want to pass this exam, you'll need to work very \_\_\_\_.



Lined writing area consisting of 28 horizontal dotted lines for student input.

## Karta odpowiedzi do zadań 1–11

Zadanie 1. \_\_\_\_\_ / 5

- 1.1. \_\_\_\_\_
- 1.2. \_\_\_\_\_
- 1.3. \_\_\_\_\_
- 1.4. \_\_\_\_\_
- 1.5. \_\_\_\_\_

Zadanie 2. \_\_\_\_\_ / 6

- 2.1. \_\_\_\_\_
- 2.2. \_\_\_\_\_
- 2.3. \_\_\_\_\_
- 2.4. \_\_\_\_\_
- 2.5. \_\_\_\_\_
- 2.6. \_\_\_\_\_

Zadanie 3. \_\_\_\_\_ / 4

- 3.1. \_\_\_\_\_
- 3.2. \_\_\_\_\_
- 3.3. \_\_\_\_\_
- 3.4. \_\_\_\_\_

Zadanie 4. \_\_\_\_\_ / 4

- 4.1. \_\_\_\_\_
- 4.2. \_\_\_\_\_
- 4.3. \_\_\_\_\_
- 4.4. \_\_\_\_\_

Zadanie 5. \_\_\_\_\_ / 7

- 5.1. \_\_\_\_\_
- 5.2. \_\_\_\_\_
- 5.3. \_\_\_\_\_
- 5.4. \_\_\_\_\_
- 5.5. \_\_\_\_\_
- 5.6. \_\_\_\_\_
- 5.7. \_\_\_\_\_

Zadanie 6. \_\_\_\_\_ / 5

- 6.1. \_\_\_\_\_
- 6.2. \_\_\_\_\_
- 6.3. \_\_\_\_\_
- 6.4. \_\_\_\_\_
- 6.5. \_\_\_\_\_

Zadanie 7. \_\_\_\_\_ / 4

- 7.1. \_\_\_\_\_
- 7.2. \_\_\_\_\_
- 7.3. \_\_\_\_\_
- 7.4. \_\_\_\_\_

Zadanie 8. \_\_\_\_\_ / 3

- 8.1. \_\_\_\_\_
- 8.2. \_\_\_\_\_
- 8.3. \_\_\_\_\_

Zadanie 9. \_\_\_\_\_ / 3

- 9.1. \_\_\_\_\_
- 9.2. \_\_\_\_\_
- 9.3. \_\_\_\_\_

Zadanie 10. \_\_\_\_\_ / 4

- 10.1. \_\_\_\_\_
- 10.2. \_\_\_\_\_
- 10.3. \_\_\_\_\_
- 10.4. \_\_\_\_\_

Zadanie 11. \_\_\_\_\_ / 3

- 11.1. \_\_\_\_\_
- 11.2. \_\_\_\_\_
- 11.3. \_\_\_\_\_