

## Arkusz maturalny nr 5 w formule 2023

### Język angielski

### Poziom podstawowy

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

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

Usłyszysz dwukrotnie pięć wypowiedzi związanych z poznawaniem lokalnej kuchni podczas podróży. 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. enjoys eating a certain foreign food anywhere.
- B. talks about a way to experience real local food.
- C. is a cook in a restaurant visited by foreign tourists.
- D. describes his/her recent trip and the unique local food.
- E. reports on an exotic trip he/she took with his/her family.
- F. suggests that eating local food is a way to connect with people.

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. The speaker chose Bethany Hamilton as a topic of his presentation because she

- A. has always liked her.
- B. has been keen on surfing.
- C. has lately learnt more about her.

2.2. What happened in Bethany Hamilton's life first?

- A. She appeared on several TV shows.
- B. She won some surfing competitions.
- C. She lost her left arm in a shark attack.

### 2.3. The speaker

- A. suggests that anything is possible.
- B. encourages young people to take up surfing.
- C. presents difficulties disabled sportspeople have to face.

### Tekst 2.

#### 2.4. In order to play Matilda in one of the West End theatres, young actresses

- A. must live in Central London.
- B. need to be at least 130 cm tall.
- C. can't be over 12 years old.

#### 2.5. How many actresses take turns to play Matilda in one theatre production of *Matilda the Musical*?

- A. Four.
- B. Three.
- C. Two.

#### 2.6. What conclusion can we draw from the end of the conversation?

- A. The interviewer's daughter really wants to play Matilda.
- B. Sandra has written a review of the movie adaptation of *Matilda*.
- C. The interviewer hasn't seen the movie version of the musical yet.

### Zadanie 3.

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

Usłyszysz dwukrotnie rozmowę telefoniczną pracownicy firmy z bratem kandydatki do pracy. 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.

#### INTERVIEW TOMORROW

- Caroline Robertson from (3.1.) \_\_\_\_\_ called about your job interview tomorrow.
- She wants you to (3.2.) \_\_\_\_\_ by 6 p.m.
- Your interview tomorrow is at (3.3.) \_\_\_\_\_ – earlier than planned!
- Don't forget to (3.4.) \_\_\_\_\_ with you.

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 JUST A TOY
- B. ONE OF NOT SO MANY
- C. NOT DESIGNED AS A TOY
- D. BEST WAY TO ENTERTAIN
- E. DIFFERENT WAYS TO DO IT
- F. MOST POPULAR INVENTION

#### RUBIK'S CUBE INVENTION

4.1.	
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There are only a few toys that are enjoyed for longer than a generation. The Rubik's cube, which was invented by the Hungarian architect Ernő Rubik in 1974, has certainly joined this short list, including some famous dolls and building blocks. About half a century since it was designed, the Rubik's cube is still popular with children aged 7 to 99 all over the world.

4.2.	
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The success of the Rubik's cube is even more surprising because its inventor, a Hungarian sculptor and professor of architecture, was trying to build a 3D model and use it later as a teaching tool. It was supposed to help his students understand three-dimensional geometry. Instead, Ernő Rubik invented a puzzle, which, at first, he had problems solving himself. The 'magic cube', as its inventor called it, was later renamed the Rubik's Cube and marketed as a toy in many countries.

4.3.	
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Now, the Rubik's Cube World Championships are held regularly all over the world, where competitors try to solve the cube as quickly as possible. There are record holders in regular 3x3x3 cube competitions, the world's fastest one-handed or blindfolded solvers, and those who solve the puzzle in the shortest time using only their feet.

4.4.	
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The entertainment part is obviously very important, but Rubik's cube lovers tend to agree that it is so much more than a puzzle. It can help your brain in many ways by improving your memory, eye-hand coordination, and problem-solving skills. It also teaches you patience and helps you to concentrate better on a specific task.

Przeczytaj cztery teksty (A–D) na temat schroniska dla zwierząt w Stanach Zjednoczonych. Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.

### Tekst A

#### POPCORN PARK ANIMAL REFUGE

##### What we are and where we are located:

→ Popcorn Park Animal Refuge offers a safe and permanent home to animals which have been in very poor condition, injured or close to death. It is located in Fork River, New Jersey, about 80 miles from New York.

##### How it all started:

→ Popcorn Park opened in 1977 when a group of animal-lovers provided help and treated a racoon whose leg had been caught in a trap. There was no chance he could be let free into the wild and survive, so he stayed in the park for life. Popcorn Park Animal Refuge is now home to more than 200 exotic and farm animals, wildlife and birds. Its rescued residents include a lion, tigers, monkeys, deer, reptiles, goats, horses and many more. They all have a safe place to live and are looked after by the park's staff and a big group of volunteers.

##### When you can visit:

→ The Park is open every day between 11 a.m. and 5 p.m., but closes at 2 p.m. at weekends. Last entry on weekdays is at 4.15 p.m. There is a small entry fee for visitors (\$8 for adults), which helps support all the animals living there. The park is free for children under 3 and members of the Wildlife Club.

### Tekst B

#### [MY BLOG]

There was quite a heated discussion after my last blog entry about zoos. Lots of animals lovers out there, I can see. Maybe you have some free time to offer at the moment? If so, Popcorn Park might be the place you'd like to know more about. Although visitors can come and watch the animal residents there, it's not really a zoo – its main aim is to rescue all kinds of animals and give them a good life. Popcorn Park is currently looking for volunteers to join their Popcorn Park Patrol. Basically, you'll need to help with the visitors to the park (mostly schools and other groups at the moment) by greeting them, showing them around and patrolling the park. I've been doing it for over three months now and I guarantee it's a lot of fun! You can offer as little as one half-day a week, and it can be a different day each week. If you have any questions, just leave a comment below.

### Tekst C

From: Jake

To: Chris

Hi Chris,

Thanks for inviting me to go to Popcorn Park Zoo with you. It has a funny name - do you know where it comes from? Actually, I can look it up myself.

I've already heard a little about the place from one of my friends who has started volunteering there. Sarah has told me they're looking for more volunteers at the moment. And it's very easy to sign up - you just need to fill in a form online. Maybe it's worth a try? Sarah also received a Popcorn Park Wildlife Club membership by paying \$10 a month. This money is, of course, used for the animals. If I like the place, I might do the same.

Anyway, I'll see you on Saturday,

Jake

### Tekst D

#### POPCORN PARK ZOO

Caroline H



#### A great place for all ages

March 2022 ○ Family

We didn't really know what to expect on our first visit to Popcorn Park Zoo. Our children Matthew and Bethany (4 and 7 years old) couldn't sleep with excitement the night before, and they were not disappointed. As we entered the park, we bought a box of popcorn and some cold drinks and had our packed lunch in a picnic area. They used to sell popcorn for visitors to feed the animals (very appropriate for a place called Popcorn Park!) but they don't do it anymore due to health concerns. Our younger child loved seeing the animals (monkeys, tigers and bears) he'd only read about in books. The older one especially enjoyed reading about each animal as we were walking around. Her favourite was the story of Boo Boo the black bear, who arrived at the park over 20 years ago.

Most people in Popcorn Park work there for free and are absolutely amazing. One of them gave us almost our own personal tour.

All in all, a brilliant day and great fun for the whole family. We will be back!

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 is one of the volunteers at Popcorn Park.	
5.2.	In this text, somebody tells the story of the first animal rescued by Popcorn Park.	
5.3.	The author of this text gives an opinion about volunteers working at Popcorn Park.	

Przeczytaj wiadomość, którą Jake wysłał do kolegi. 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 angielskim.

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

Hi Nick,

How are you doing? I hope your final exams went well!

I'm quite busy at school at the moment as I need to finish my Biology project in the next two weeks. I'm writing about rescued animals, so I decided to volunteer at Popcorn Park Animal Refuge to learn more about them. Actually, it was my friend Sarah who told me about the volunteering opportunities at Popcorn Park. And then I visited it for the first time with another friend of mine, Chris. Some people call it a zoo because it's possible to (5.4.) \_\_\_\_\_ there, but it's really a rescue centre for all kinds of animals.

I started volunteering last month but – because of school – I can only go at weekends. I wish I could spend more time there but, unfortunately, on Saturdays and Sundays Popcorn Park stays open (5.5.) \_\_\_\_\_ shorter than normal. The timetable for volunteers is very flexible. You can offer to help only once a week for half a day, and you don't have to come on (5.6.) \_\_\_\_\_ each week. The experience is absolutely fantastic. You get to see all these rescued animals that are now very well looked after. And you meet so many wonderful people.

I know you're too busy to volunteer now, but maybe you'd like to become a member of the Wildlife Club? To do it, you need to (5.7.) \_\_\_\_\_. You'll be helping the animals in the park and will have free entry too!

I need to go now. Hope to hear from you soon,

Jake

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

\*\*\*

It was one of Lady Windermere's best parties, and the princess stayed until nearly half past eleven.

Lady Windermere was forty years old, childless, and had that enjoyment of pleasure that is the secret of staying young. When the princess had gone, she went to talk to the Duchess of Paisley.

'Where's my chiromantist?' she asked the Duchess.

'Your what, Gladys?' said the Duchess.

'My chiromantist, Duchess,' said Lady Windermere. 'I can't live without him.'

The Duchess tried to remember what a chiromantist was, but she couldn't.

'I must introduce him to you,' said Lady Windermere.

'Introduce him!' cried the Duchess. 'You mean he is here?'

'Of course, he's here. He always comes to my parties. My hand, he tells me, shows that I can guess the future. And if my thumb was a little shorter, I'd be one of those people who are always very unhappy about the state of the world.'

'Oh, I understand now!' said the Duchess, feeling happier.

'He tells fortunes.'

'And misfortunes, too,' answered Lady Windermere.

'Really, everyone should have their hands read once a month,' Lady Windermere continued.

'It doesn't change what's going to happen, but it's nice to be warned. Now, if someone doesn't go and fetch Mr Podgers at once, I'll have to go myself.'

'Let me go, Lady Windermere,' said a tall, handsome young man who was standing near them. He was listening to the conversation with an amused smile.

'Thank you, Lord Arthur,' said Lady Windermere. 'But I'm afraid you wouldn't recognize him. I mean he isn't mysterious or romantic-looking. He's a small fat man, without much hair on his head, and with big gold glasses. He looks like a family doctor. Ah, here's Mr Podgers! Now, Mr Podgers, I want you to read the Duchess of Paisley's hand.'

'Let's see,' said Mr Podgers, looking at the little fat hand with its short square fingers. 'The line of life is excellent. You'll live to a great age, Duchess, and be very happy.'

Lord Arthur Savile was watching Mr Podgers with a great amount of interest, and he was filled with the desire to have his own hand read. He was a little shy about asking the chiromantist, so he asked Lady Windermere.

'Mr Podgers, Lord Arthur Savile would like you to read his hand,' she said. 'Don't tell him that he's going to marry one of the most beautiful girls in London, because that was in the newspapers a month ago. But be sure to tell us something nice. Lord Arthur is one of my special favourites.'

'I'll try,' said Mr Podgers.

But when he saw Lord Arthur's hand, he became pale and said nothing. His body seemed to shake, and his fat fingers grew cold. Lord Arthur noticed these things, and for the first time in his life he felt afraid.

Fragment: *Lord Arthur Savile's Crime* by Oscar Wilde

**6.1. What does the reader find out from the beginning of the text?**

- A. The duchess's first name was Gladys.
- B. Lady Windermere didn't have children.
- C. Only young people were invited to the party.
- D. The princess stayed until the end of the party.

**6.2. When Lady Windermere mentioned her chiromantist, at first the Duchess felt**

- A. calm.
- B. upset.
- C. happy.
- D. unsure.

**6.3. Which sentence is FALSE about Mr Podgers?**

- A. His appearance was not what many people would expect.
- B. He was a frequent guest at Lady Windermere's parties.
- C. He resembled Lady Windermere's doctor.
- D. His job was to predict people's future.

**6.4. According to the text, which of these events happened in Lord Arthur Savile's life first?**

- A. He got married.
- B. He had his hand read.
- C. He became Lady Windermere's friend.
- D. He overheard a conversation at the party.

**6.5. From the last paragraph, we can conclude that**

- A. Mr Podgers was not a healthy man.
- B. Lord Arthur's fortunes didn't look good.
- C. People were often afraid of Mr Podgers.
- D. Lord Arthur's hand was quite difficult to read.

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.

#### WAKING UP IN THE MIDDLE OF THE NIGHT? DON'T WORRY!

The media often tells us that if we want to stay healthy, we must sleep between six and ten hours without any break. **7.1.** \_\_\_\_\_. Does that mean they are in danger of having serious health problems because of such an interrupted sleep pattern? According to professor Russell Foster from Oxford University, there is no reason to worry about it. **7.2.** \_\_\_\_\_. Before electric lighting was invented, people used to have two different periods of sleep – they usually slept until around midnight (first sleep), when they woke up naturally for a couple of hours, and then went to bed again (second sleep). Interestingly, when they were awake, they weren't just lying in bed and trying to fall asleep again. **7.3.** \_\_\_\_\_. In this way, the period between the first and second sleep was very productive.

While sleeping in two periods was discovered to be the norm in the past, there is evidence that a similar sleep pattern is also common nowadays among people from some South American cultures. **7.4.** \_\_\_\_\_. This happens only in the areas of South America where there is no electric light.

- A.** They used this time to study, pray or do things which didn't require much light.
- B.** He says this could have negative consequences and usually happens to people exposed to blue light from their screens before bedtime.
- C.** They tend not to sleep in a single block but in two periods, exactly like people in the past did.
- D.** But more and more people nowadays often wake up in the middle of the night and take time to go back to sleep.
- E.** He claims that waking up in the middle of the night is quite a natural pattern of sleep and was very common in the past.

Uzupełnij poniższe minidialogi (8.1.–8.3.). Wybierz spośród podanych opcji brakującą wypowiedź lub jej fragment, tak aby otrzymać spójny i logiczny tekst. Zakreśl jedną z liter: A, B albo C.

8.1.

X: Do you think we should book a table?

Y: \_\_\_\_\_

X: OK. I'll do it tomorrow then.

A. I've got a better idea.

B. I don't think it's necessary.

C. That sounds like a good plan.

8.2.

X: Could you take off your shoes, please? I've just finished cleaning the floor.

Y: \_\_\_\_\_.

A. No, I don't mind.

B. Sure, go ahead.

C. Yes, of course.

8.3.

X: We are not allowed to use dictionaries during the test, are we?

Y: \_\_\_\_\_

X: So it looks like I'll need to learn all these words by heart.

A. Unfortunately, not.

B. I couldn't agree more.

C. I'm afraid you're wrong.

**Zadanie 9.**

\_\_\_\_ / 3

W zadaniach 9.1.–9.3. z podanych odpowiedzi A–C wybierz wyraz, który poprawnie uzupełnia oba zdania w każdej parze.

**9.1.**

- A return \_\_\_\_\_ to Brighton is about £35.
- He was given a \_\_\_\_\_ for speeding last week.

**A** fare      **B** ticket      **C** fine

**9.2.**

- I'm afraid it's going to \_\_\_\_\_ with rain all day tomorrow.
- Could you \_\_\_\_\_ some water into the kettle and switch it on?

**A** pour      **B** fill      **C** drop

**9.3.**

- My younger brother has never been keen \_\_\_\_\_ football.
- Do you think nurses and teachers will go \_\_\_\_\_ strike next week?

**A** in      **B** for      **C** on

**Zadanie 10.**

\_\_\_\_ / 4

Uzupełnij zdania (10.1.–10.4.), tak aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

**Uwaga:** w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

**10.1.**

Although he was seriously ill, he decided to go to work.

In spite \_\_\_\_\_, he decided to go to work.

**10.2.**

If I were you, I wouldn't take so much luggage.

I advise you \_\_\_\_\_ so much luggage with you.

**10.3.**

I've never seen such a funny film.

It's the \_\_\_\_\_ seen.

**10.4.**

This was my boyfriend's brilliant idea.

My boyfriend came \_\_\_\_\_ idea.

Przetłumacz na język angielski fragmenty podane w nawiasach (11.1.–11.3.), tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

**Uwaga:** w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

11.1. I have no idea (*ile kosztują te buty*) \_\_\_\_\_ but I'm going to buy them anyway.

11.2. You (*nie musicie skończyć*) \_\_\_\_\_ this project in class, but I'd like you to brainstorm some ideas in groups and have a general outline by the end of this lesson.

11.3. After the physiotherapy, my left hand is quite strong but (*druga potrzebuje*) \_\_\_\_\_ more exercise to regain its strength.

Wraz z kilkoma kolegami/koleżankami z twojej szkoły zdecydowałeś(-aś) zaangażować się w pomoc bezdomnym w twoim mieście. W e-mailu do kolegi z Anglii:

- wyjaśnij, dlaczego zdecydowaliście(-ałyście) się zrobić coś dla bezdomnych w twoim mieście,
- poinformuj, na czym konkretnie polegała wasza pomoc i napisz, jak została odebrana,
- opisz, jakie macie plany związane z dalszą pomocą dla bezdomnych,
- zapytaj o problem bezdomności i formy pomocy oferowane osobom bezdomnym w jego mieście.

Napisz swoją wypowiedź w języku angielskim.

**Rozwiń** swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić **od 100 do 150** wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność **pełnego** przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

### CZYSTOPIŚ

Hi Ian,

So sorry it has taken me so long to write – I've been very busy. Last week several of my schoolmates and I decided to do something for the homeless in our town.

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Handwriting practice lines consisting of 24 horizontal dotted lines.

## 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. \_\_\_\_\_