

Arkusz maturalny nr 1 w formule 2023

Język angielski

Poziom rozszerzony

Wynik _____ / 60

Zadanie 1.

_____ / 6

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1.1.–1.2. zakreśl jedną z liter: A, B albo C.

Tekst 1.

1.1. The intention of the speaker is to

- A. point out that DIY shows give viewers practical ideas.
- B. explain the public's love of home improvement shows.
- C. recommend a TV show for viewers interested in DIY.

Tekst 2.

1.2. Which of the following best matches the situation described by the speaker?

- A. The tenants and the landlord didn't get on like a house on fire.
- B. The landlord was forced to pull strings to evict the tenants.
- C. The tenants were over the moon with the landlord's decision.

W zadaniach 1.3.–1.6. zakreśl jedną z liter: A, B, C albo D.

Tekst 3. (do zadań 1.3.–1.6.)

1.3. According to Kelly, who benefits the most financially from the current model of short stay accommodation?

- A. locals renting a room to a tourist
- B. travellers who can avoid hotels
- C. long-term renters of houses
- D. owners of full-time holiday apartments

1.4. In some cities, authorities made short-stay rentals a less attractive option for landlords by

- A. making short-stay rentals illegal.
- B. introducing a tax that applies to tourists.
- C. reducing how long a whole residence is available for tourists.
- D. forcing landlords to provide long-term housing for locals.

1.5. Why are traditional businesses closing down in the centre of Athens?

- A. They don't provide the things tourists need.
- B. The locals prefer to have healthier food and drinks.
- C. Local residents would rather shop somewhere else.
- D. They are lacking in local character.

1.6. When answering the last question, Kelly explains

- A. why holiday accommodation should be banned.
- B. how short-stay accommodation should ideally operate.
- C. what locals can do to improve short-stay rentals.
- D. why housing has become a luxury in some areas.

Zadanie 2.

/ 5

Usłyszysz dwukrotnie pięć wypowiedzi na temat pracy. Do każdej wypowiedzi (2.1.–2.5.) 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. needs a secure, permanent job.
- B. works for a company that cares about staff health and safety.
- C. has colleagues who are unhappy in their workplace.
- D. chooses when he/she works.
- E. would like to have staff discount where he/she works.
- F. has become friends with his/her co-workers.

2.1.	2.2.	2.3.	2.4.	2.5.

Zadanie 3.

/ 4

Usłyszysz dwukrotnie rozmowę dotyczącą historii nazwisk. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. w poniżej notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

YOUR NAME HAS A HISTORY

- Over 3,000 years ago, the Chinese government needed to know 3.1. _____ and family names helped to do this.
- Surnames became a necessity in Europe when 3.2. _____.
- Some surnames tell us how 3.3. _____ or something about their personality.
- Some European surnames have been lost because 3.4. _____.

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1.–4.5.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.

Uwaga: w jednej z części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author	Answer
4.1. state the purpose of the terracotta army?	
4.2. explain why we may never know the contents of the tomb?	
4.3. inform about what has been unearthed so far?	
4.4. stress the importance of the discovery?	
4.5. reveal why the individual figures discovered are so unique?	

CHINESE EMPEROR'S BID FOR IMMORTALITY

A. In 1974, a farmer in China uncovered pieces of ancient pottery while digging a well. Further digging unearthed one of the biggest archaeological finds of the 20th century, both in terms of size and significance – the life-size terracotta warriors of China's first emperor, Qin Shi Huang. The terracotta army, placed in military formation and equipped with real bronze weapons, had remained underground for more than 2,200 years. It was an extraordinary find and, covering an area of fifty-six square kilometres, the biggest burial site on earth.

B. Since then, over 2,000 figures have been dug up across three different burial areas, and it is estimated around 6,000 figures remain underground. But it isn't just the size of the discovery that left the world stunned. Incredibly, every figure has its own individual facial expression, clothing, and hairstyle. In addition to the terracotta warriors, excavations also unearthed clay acrobats and musicians, as well as chariots and the skeletons of horses that would have pulled them.

C. All of these extravagant preparations were made by Qin Shi Huang before he passed away. He needed them for the next world and his tomb was at the centre of this vast underground empire. It contained many treasures for use in the afterlife and was guarded by the extraordinary terracotta army that also protected him from his enemies in the next world. But the emperor's underground kingdom had a high cost. Thousands of craftsmen and other workers died while the burial site was being built. This helped to keep the tomb a secret.

D. The biggest secret of all, however, has yet to be revealed as the first emperor's tomb has never been opened. A pyramid-shaped hill housing the tomb is located very close to where the terracotta army was discovered. An ancient historian described the tomb, writing that China's two major rivers were replicated there using the liquid metal mercury. Unknown at the time was the highly toxic nature of the metal. Whether archaeologists will ever be able to safely gain access remains a mystery, as do the treasures within.

Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w każdą lukę (5.1.–5.5.) literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst.

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

THE 21ST CENTURY STUDENT

When universities started, they were only for male members of the upper classes who came from expensive private schools, where they only met others of their own status. 5.1. _____. Anyone with the opportunity and the ability can earn a university degree – no matter what their age, background or mode of learning is. In the twenty-first century, what defines a 'typical' student is not what it used to be.

The full-time university student who lives on campus and concentrates only on studying is becoming the exception rather than the rule. 5.2. _____. These include family-related duties, raising children, volunteering, and even running side businesses. Also, the demands of modern life mean that most students have to hold down a full-time or part-time job to survive while working hard for their degree. 5.3. _____. It doesn't describe the vast majority of students, many of whom are constantly on the go, juggling a schedule made up of many different elements.

Technology has created a new kind of student with options to study completely online or to combine online and in-class learning, known as blended learning. 5.4. _____. It's much like the effect on workplace practices, with staff working from home and holding meetings online. Apart from the safety aspect, there are a number of advantages to this mode of learning. It is convenient, cost-effective and flexible, allowing students to fit study into their busy lives, and helping them to create a healthier study-work-life balance.

The face of students is changing, too. In 2020, Giuseppe Paterno received his degree in history and philosophy from the University of Palermo in Sicily, graduating at the top of his class. Aged 96 at the time, he became the oldest person in Italy to earn a university degree.

5.5. _____. Only when the pandemic hit was he forced to use online resources and attend video classes, which was another new experience for him. He is one of many mature age students who have embraced the university experience.

The range of students in the twenty-first century is broader than it ever was, proving there is greater access to university than ever before.

- A. For today's student, their university course is as central to their lives as a myriad of other responsibilities and pursuits.
- B. Add to this the effects of the pandemic and we can see a decrease in the number of students attending campus or being on campus at all.
- C. As a student, he typed his essays on a manual typewriter he'd had since 1984 and used printed books instead of the internet for research.
- D. Nowadays, universities are no longer exclusive clubs serving the elite, but inclusive spaces for a much larger proportion of the population.
- E. Oddly though, his degree was considered inferior, despite graduating from the same universities as the on-campus students.
- F. The image of the irresponsible student attending classes infrequently, bleary-eyed from partying the night before, is a stereotype.

Przeczytaj dwa teksty związane z opowieścią o potworze Frankenstein. Wykonaj zadania 6.1.–6.8. zgodnie z poleceniami.

Tekst 1.

FRANKENSTEIN

It was on a miserable night in November that I looked upon the accomplishment of my work. The lifeless form lay at my feet. It was already one in the morning; the rain pattered depressingly against the windows, and my candle was nearly burnt out when, in the dim light, I saw the dull yellow eye of the creature open; it breathed hard, and a sudden violent motion shook its limbs.

How can I describe my emotions at this catastrophe? How can I describe the wretched being I had created? I had selected exceptional features for him. His hair was glossy, black and flowing; his teeth were pearly white; but these only formed a more horrible contrast with his watery eyes, his yellow complexion and straight, black lips. For nearly two years, I had worked hard, depriving myself of rest and health, to give life to an inanimate body. But now, the beauty of the dream vanished to be replaced by horror and disgust.

I rushed to my bedroom, but I was unable to calm my thoughts. At length, exhaustion brought sleep, but I was disturbed by the wildest dreams. I woke with horror when, by the dim light of the moon, I saw the miserable creature standing by my bed. His mouth opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. One hand was stretched out towards me, but I leapt up and rushed downstairs. Hiding in the courtyard below for the rest of the night, I listened attentively fearing the slightest sound.

When morning dawned, I fled. I walked the streets for some time, eventually ending up at the inn where the carriages stopped. The carriage from Switzerland arrived and when the door opened, my friend Henry Clerval jumped out.

"My dear Frankenstein," he exclaimed, "how fortunate that you should be here at the moment of my arrival!"

Nothing could equal my delight on seeing Clerval; his presence brought back happy thoughts of my home and family. For a moment, as we walked and Clerval told me his news, I forgot my despair. Then he stopped suddenly and gazed at my face.

"How very ill you appear," he exclaimed. "So thin and pale; you look as if you have been awake for several nights."

He was right, but I couldn't possibly tell him about the events of the previous night. Walking quickly, we soon arrived at my college. I feared that the creature might still be in my apartment, and that Henry would see him. I ran up to my room alone and threw open the door, but nothing appeared: the apartment was empty! Had it all been a dream, or had the beast simply fled?

Relieved, I ran down to fetch Clerval. Back in my room, I jumped up and down, clapped my hands, and laughed aloud. At first, Clerval thought my strange behaviour was happiness due to his arrival, but when he saw a wildness in my eyes, my loud, unrestrained laughter frightened him.

"My dear Victor," he cried, "what is the matter?"

It was then that I thought the creature entered the room. "Save me!" I screamed. I struggled with it and then collapsed in a fit. It was the start of a fever which lasted for several months. During all that time Henry was my only nurse. The creature was forever before my eyes, and I raved constantly. Henry was surprised by my words and believed I was suffering from a disturbed imagination, but my persistence persuaded him that some awful event had actually taken place. Little did he know the truth of what I had done.

Na podstawie: Mary Shelley, *Frankenstein*

W zadaniach 6.1.–6.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

6.1. From the text we learn that the monster

- A. responded to the light of the candle.
- B. displayed violent behaviour from the beginning.
- C. possessed some attractive features.
- D. was afraid of the sound of the rain.

6.2. What did the monster attempt to do to Victor Frankenstein?

- A. harm him
- B. communicate with him
- C. disturb him
- D. scare him

6.3. What is true about Henry Clerval's arrival?

- A. It provided Victor with a pleasant but brief distraction.
- B. It made Victor miss his home and his family.
- C. Victor had been expecting him to arrive from Switzerland.
- D. Henry made Victor realise that he was quite ill.

6.4. From the final paragraph we can conclude that

- A. the monster returned to Victor's apartment.
- B. Henry knew from the start something terrible had happened.
- C. Victor revealed to Henry a little of what he'd done.
- D. Victor had temporarily lost his mind.

Tekst 2.**GOTHIC STORIES**

The genre known as Gothic literature emerged in Europe in the 18th century, and it has fascinated and disturbed readers ever since. It's a genre that places strong emphasis on intense emotions, like fear, horror and shock. One of its characteristics is the darkly threatening scenery and architecture, which is where it gets its name from. The Gothic style of scary-looking, isolated, rundown castles is the inspiration for the genre's settings. The creepy atmosphere is extremely important in a Gothic novel and there is always rain and storms. Haunted houses, ghosts, moving shadows, madness, mystery, dark corridors and bleak landscapes make Gothic stories the perfect, most spine-tingling tales of terror. The stories are about supernatural events that cannot be explained and focus on the psychological suffering of the main characters, who often find themselves in unfamiliar places when they leave behind the safety of the world they knew.

Hugely popular in the 18th and 19th centuries, examples of Gothic novels include *Frankenstein* by Mary Shelley and *Dracula* by Bram Stoker, both of which feature monsters – a topic that continues to fascinate us today. The novel *Frankenstein* is considered one of the earliest works of science fiction as it features a scientist trying to create life. The bloodthirsty Count Dracula resides in a dark Transylvanian castle and he never sees daylight or he will be destroyed. It was inevitable that such stories would be filmed. From the dawn of cinema and the first film version of *Frankenstein* in 1910 and *Dracula* in 1931, horror films have scared us stiff in movie theatres around the world, and we just can't seem to resist them.

Uzupełnij zdania 6.5.–6.8. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

6.5. Gothic novels are set in locations where the weather is _____ all the time.

6.6. Gothic stories are about events for which there are no _____.

6.7. For over two hundred years, we _____ by stories about monsters.

6.8. The stories of Frankenstein and Dracula _____ for the first time over ninety years ago.

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

THE PROS AND CONS OF FLAT-PACK FURNITURE

When you move out of home, deciding how to furnish your new living space and how to make it 7.1. ____ and welcoming is perhaps the most exciting part of the move. Unless your new place is fully furnished, you'll need to acquire some items. It's relatively easy to 7.2. ____ your home using flat-pack furniture.

Flat-pack furniture is 7.3. ____ ready-to-use furniture, which makes it attractive for people on a budget. In addition, transporting your items is no problem as you can fit most packs into a car or, if necessary, the shop 7.4. ____ them for a small fee. Each pack is sold with everything you need, such as the tool to tighten the 7.5. ____ that keep all the pieces together. However, sometimes, the instructions aren't clear and it's difficult to figure out what goes where. Larger items, such as beds, are more complicated to 7.6. ____ and if you don't have any experience putting furniture together, it can take a lot of time and effort. Overall, though, flat-pack furniture is a great option at a good price.

7.1.

- A. bare
- B. cosy
- C. dingy
- D. shabby

7.2.

- A. clear out
- B. drop in
- C. set up
- D. tidy away

7.3.

- A. more affordable than
- B. so affordable that
- C. such an affordable
- D. the most affordable

7.4.

- A. would have delivered
- B. is delivering
- C. has delivered
- D. delivers

7.5.

- A. tiles
- B. handles
- C. screws
- D. crockery

7.6.

- A. assemble
- B. connect
- C. fasten
- D. repair

Zadanie 8.

/ 4

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.), przekształcając wyrazy podane w nawiasach w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

LOOK INTO MY EYES

Some experts believe you can understand a person's emotions and sometimes even their deepest 8.1. _____ (THINK) by looking into their eyes. Forensic psychologists and police officers sometimes rely on 'eye behaviour' to find out if someone is being truthful or not. If the person makes direct eye contact during a conversation, it's likely they are telling the truth. Looking down often indicates someone is feeling nervous or 8.2. _____ (ANXIETY). On the other hand, looking away can indicate someone is speaking 8.3. _____ (HONEST), particularly if they look up and to the side. But which side? Looking to the right suggests someone is telling a lie, whereas looking to the left shows truthfulness. Apparently, this is because people look up and to the right when they use their 8.4. _____ (IMAGINE), for example to invent a story, and they look up and to the left when they remember something that actually happened.

Zadanie 9.

/ 4

Uzupełnij zdania 9.1.–9.4. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

9.1. My parents (*insist / I / study*) _____ law and that's what I did.

9.2. Some of my colleagues (*not stand / work*) _____ the evening shift, but I don't mind it.

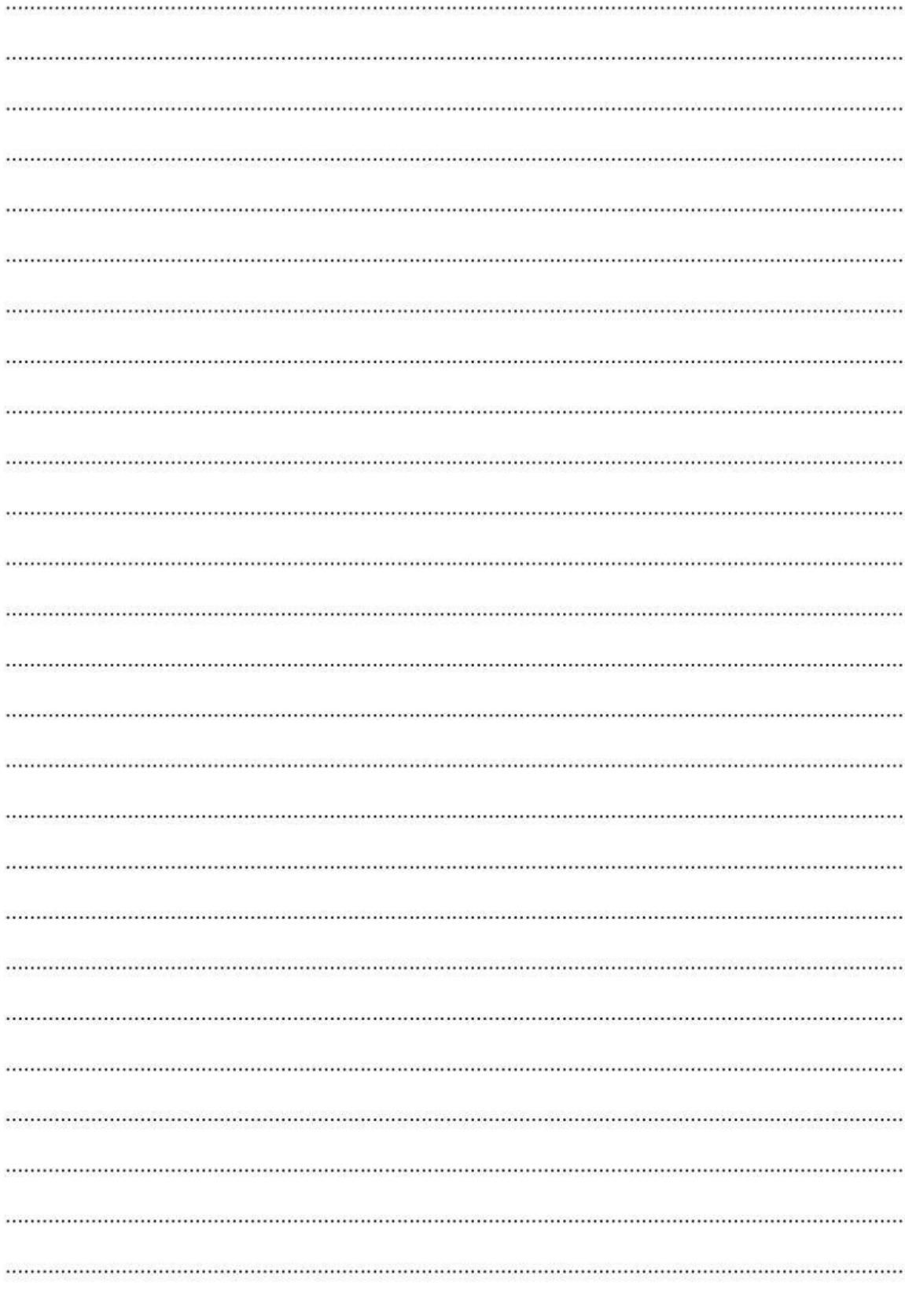
9.3. Now she (*regret / not / send*) _____ her CV to more companies before she decided to accept that job offer.

9.4. The science lecture (*suppose / start*) _____ ten minutes ago, but the professor is late.

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany przez Ciebie temat. Zakreśl jego numer.

1. Obecnie wiele osób decyduje się zamieszkać z dala od dużych miast i pracować zdalnie. Napisz **rozprawkę**, w której omówisz zalety i wady tego zjawiska.
2. Ostatnio brałeś udział w rozmowie o pracę wakacyjną. Rozmowa zrobiła na Tobie negatywne wrażenie. Napisz **list** do właściciela firmy, w którym wyjaśnisz powody Twojego niezadowolenia z przebiegu rozmowy kwalifikacyjnej oraz zasugerujesz, w jaki sposób można poprawić standard rozmów w przyszłości.

CZYSTOPIŚ



Karta odpowiedzi do zadań 1-9

Zadanie 1.

- 1.1. _____
- 1.2. _____
- 1.3. _____
- 1.4. _____
- 1.5. _____
- 1.6. _____

_____ / 6

Zadanie 2.

- 2.1. _____
- 2.2. _____
- 2.3. _____
- 2.4. _____
- 2.5. _____

_____ / 5

Zadanie 3.

- 3.1. _____
- 3.2. _____
- 3.3. _____
- 3.4. _____

_____ / 4

Zadanie 4.

- 4.1. _____
- 4.2. _____
- 4.3. _____
- 4.4. _____
- 4.5. _____

_____ / 5

Zadanie 5.

- 5.1. _____
- 5.2. _____
- 5.3. _____
- 5.4. _____
- 5.5. _____

_____ / 5

Zadanie 6.

- 6.1. _____
- 6.2. _____
- 6.3. _____
- 6.4. _____
- 6.5. _____
- 6.6. _____
- 6.7. _____
- 6.8. _____

_____ / 8

Zadanie 7.

- 7.1. _____
- 7.2. _____
- 7.3. _____
- 7.4. _____
- 7.5. _____
- 7.6. _____

_____ / 6

Zadanie 8.

- 8.1. _____
- 8.2. _____
- 8.3. _____
- 8.4. _____

_____ / 4

Zadanie 9.

- 9.1. _____
- 9.2. _____
- 9.3. _____
- 9.4. _____

_____ / 4