# Arkusz maturalny nr 1 w formule 2023

## Język angielski

## Poziom podstawowy

**Wynik _____ / 60**

**Zadanie 1.** **_____ / 5**

**Usłyszysz dwukrotnie pięć wypowiedzi związanych z różnymi zainteresowaniami. 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.**

**The speaker**
**A.** recommends taking up an unusual hobby.
**B.** describes how he/she turned a hobby into a job.
**C.** mentions a hobby which has changed his/her lifestyle.
**D.** expresses his/her belief that a certain skill can be learnt.
**E.** explains why some hobbies are more popular than others.
**F.** suggests that what many people tend to think may be wrong.

| 1.1. | 1.2. | 1.3. | 1.4. | 1.5. |
|---|---|---|---|---|
| | | | | |

**Zadanie 2.** **_____ / 6**

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

**Tekst 1.**
**2.1. Which is the best title for the story?**
**A.** A LOST FOOTBALL MATCH
**B.** AN EMBARRASSING MISTAKE
**C.** A RUDE PLAYER ON THE PITCH


LIVEWORKSHEETS

**Tekst 2.**

**2.2. Olivia is calling her friend**

**A.** to request additional help.
**B.** to confirm the arrangements.
**C.** to inform her that the day has changed.

**2.3. From what Olivia says we can expect she will**

**A.** wait for her father.
**B.** rent a car or van.
**C.** contact Dominic.

**Tekst 3.**

**2.4. What happened in Ian Davis's life first?**

**A.** He heard about the Human Library.
**B.** He made some new Danish friends.
**C.** He went on a student exchange programme.

**2.5. Which is TRUE about the Human Library?**

**A.** Volunteers read books to visitors.
**B.** Visitors can ask any questions they want.
**C.** There are 30 types of books to choose from.

**2.6. Ian is going to**

**A**. visit a Human Library in the UK.
**B.** make friends at the Human Library.
**C**. volunteer at the Human Library in the UK.

**Zadanie 3.** _____ / 4

**Usłyszysz dwukrotnie rozmowę dwojga przyjaciół. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1–3.4 w poniższej relacji, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

I talked to Jacob yesterday about student accommodation for next year. He seems pleased with where he's living now. His accommodation is very close to the university and he doesn't need to get up early. If he decides to go to his classes **3.1.** _____, he can stay in bed even longer. To me, it sounds like a great place, so I was surprised that he's thinking of moving. But he explained that he needs to look for **3.2.** _____. He's not planning to work more during his second year because he's heard it's quite difficult. Instead, he will concentrate on studying, especially **3.3.** _____. I told Jacob that he could move into the house I'm sharing with my friends as one of our housemates is graduating. He's not sure, though, because for the first **3.4.** _____ he'd have to pay rent for two places.



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**Zadanie 4.** _____ / 4

**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.** A BUILDING WITH MANY OPPORTUNITIES
**B.** THE NEW OWNER'S RENOVATION PROJECT
**C.** THE BEST DEAL FOR ESTATE AGENTS
**D.** SOME SERIOUS DISADVANTAGES
**E.** THE PRICE OF THE PROPERTY
**F.** A QUITE UNIQUE LOCATION

AN OLD FORT ON RIVER THAMES FOR SALE

**4.1.** ☐

If you are looking for peace and quiet when buying a new home, you could definitely look into a 19th century disused military fort right in the middle of the Thames Estuary. Built in 1855, it lies off the Isle of Grain in Medway, Kent, exactly where the River Thames flows into the North Sea. The building, which is completely surrounded by water, offers amazing sea views and is about a kilometre off-shore.

**4.2.** ☐

This unique property, which has been for sale for some time now, is massive and, according to many estate agents, has quite a lot of potential. It has enough space for up to seven large bedrooms. It can also be transformed into an off-shore hotel, a nightclub or a casino, an outdoor activities centre or even a film location. One of the visitors came up with the idea of turning it into a recording studio.

**4.3.** ☐

At the moment the building, called by one of the local estate-agents 'an absolute monster', has no electricity or running water. It will, of course, need to be completely renovated, which will cost a lot of money – not less than £1,000,000. What is more, accessing the property is not very easy – you need a boat or a helicopter as it can only be reached on foot when the sea is low.

**4.4.** ☐

The owner of the fort is Simon Cooper – a builder from south-east London. He purchased it in 2004 hoping to change it into his home. As his plans didn't work out, he has put the property back on the market and is looking for a buyer willing to spend half a million pounds on this unique building. Considering its size and extraordinary location, it seems like a good deal and it is still less expensive than some of the one-bedroom flats for sale in the surrounding area.



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**Zadanie 5.** _____ / 7

**Przeczytaj cztery teksty (A–D) związane z dniami otwartymi na uczelniach. Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.**

**Tekst A**

## UNIVERSITY OPEN DAY – Saturday 6th July

*A great opportunity to visit our campus,*
*find out more about the courses we offer*
*and speak to our students and academic staff!*

**9 a.m./ 10 a.m. / 11 a.m.**
**Admissions talk** → come along to one of our admissions talks and learn all about the wide range of degree options on offer

**11.30** (each lecture is 1-hour long)
**Taster lectures** → see our professors in action talking about inspiring topics
- *Black Holes and DNA – What Do They Have in Common?* – Dr Thomas Jones in the South Hall
- *Small Things Matter - The Future of Nanotechnology* – Dr Jessica Robins in the North Hall

**3p.m. – 5p.m.**
**Question and Answer session with our tutors and students** → discover what teaching and learning at our university is really like

**All day (9 a.m. – 5 p.m.)**
**Small group tours** of the campus and college facilities with our student ambassadors
(if you are unable to make the Open Day, book an individual tour)

No booking required – just drop in for one or all of the sessions on the day!
If you have mobility problems, please contact us in advance
and we will make all the necessary arrangements.
For more information, please visit our university website.

**Tekst B**

*Dear Sir/Madam,*

*My name is Emma Webster and I would like to attend your University Open Day on Saturday 6th of July. I am disabled and use a wheelchair. On the day of the event, I will be driven to the campus by my uncle who has a small car and won't be able to fit my wheelchair in. Is there any chance you could provide a wheelchair for me to move around the campus? I would appreciate it very much.*

*Kind regards,*

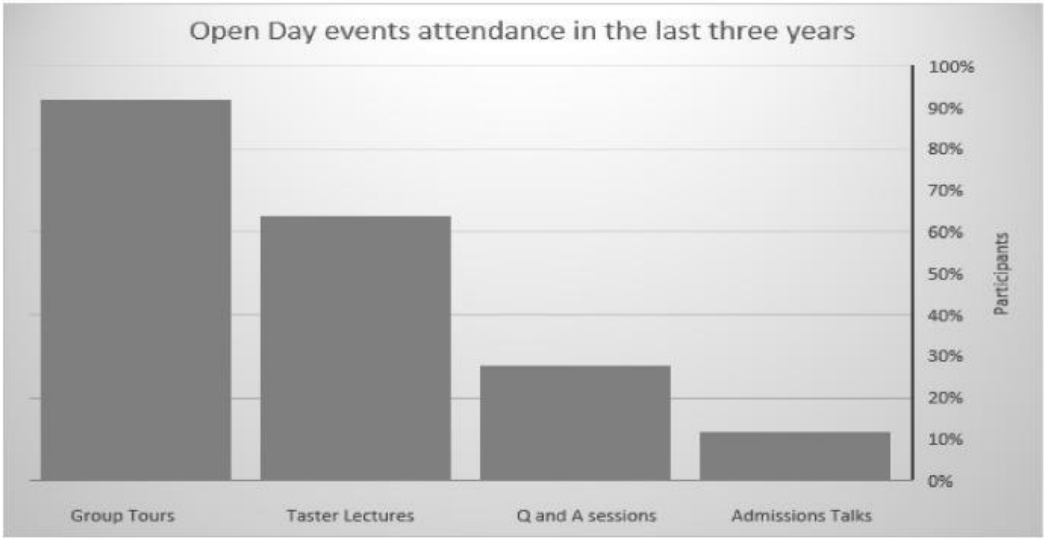
*Emma Webster*



LIVEWORKSHEETS

**Tekst C**

***Over six hundred prospective students took part in our Open Day events in the last three years. Below you can see how popular different sessions have been.***




**Tekst D**

**A fantastic opportunity to earn some money and have fun at the same time!**

We are looking for twenty student ambassadors
to conduct guided tours of the campus with prospective students
and participate in a Question and Answer session
during our university Open Day on July 6th.

**You need to:**

- be one of our current second- or third-year students
- have excellent communication skills
- be enthusiastic and approachable

**We offer:**

- a short training session
- a university T-shirt and hoodie
- a competitive rate of pay of £9.20 per hour

If you can only work a couple of hours, it's not a problem. There will be small group tours of the campus throughout the day (9 a.m.–5 p.m.), so you can work the hours convenient to you.

*Sounds like a great day (and good money, too)?*
*Don't wait – apply today through our university website!*

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



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**<u>Uwaga:</u> jeden tekst nie pasuje do żadnego zdania.**

| | | |
|---|---|---|
| **5.1.** | This text encourages students to get involved in an event organised by their university. | |
| **5.2.** | This text is an advertisement for young people considering university education. | |
| **5.3.** | In this text, somebody mentions a problem and requests a solution. | |

**Przeczytaj wiadomość, którą Sophie wysłała 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.**
**<u>Uwaga:</u> w każdą lukę można wpisać <u>maksymalnie trzy</u> wyrazy.**

*Hi George,*

*The Open Day is coming up soon. Shall we start making some arrangements? Fortunately, we don't have to register for any events in advance. You only need to do that if you miss the Open Day and want to go on* ***5.4.*** _____.

*Everything starts in the morning but I don't really feel like attending the Admissions talk. Shall we skip it? Apparently, it's been the* ***5.5.*** _____ *event of all on offer in the last three years. We can go if you really want to but I'd rather not, to be honest.*

*The Taster lectures sound really interesting. I'd love to go to both of them but it looks like they both start* ***5.6.*** _____ *time. Maybe we could separate and go to different ones? My first choice would be the one about nanotechnology.*

*The small group tour is a must, I think. I really like the idea of university students showing us around their campus. I was hoping you could meet my friend Amy, who studies there. She applied to work as a student ambassador but was not accepted as she's a* ***5.7.*** _____ *student. She says she'll definitely apply next year.*

*Let me know what you think. What time shall we meet on Saturday?*

*Sophie*

**Zadanie 6.** _____ **/ 5**

**Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.**



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**Zakreśl jedną z liter: A, B, C albo D.**

***

Have you ever heard the anecdote about a father shopping with his two teenage daughters? When the girls were still young children and sometimes fooled around in a shop, the only way he could stop them was to promise to sing them their favourite song. When his daughters grew into adolescents, this method seemed to work in a completely different way. The father would stop the girls' misbehaviour in a shop by warning them he was about to start singing their favourite song in public.

This story illustrates very well what most parents are already aware of: that their dancing or singing in public produces completely different emotions in young children and teenagers. What four- or six-year-olds find very entertaining, becomes extremely embarrassing for adolescents. Social scientists all over the world have always been interested in what causes such contrasting reactions. It seems that they have finally come up with some answers.

Researchers at the University of London conducted a study which suggests that adolescents process emotions such as embarrassment and guilt differently to adults. The results of the study, which was published in the Journal of Cognitive Neuroscience, show that in some situations adolescents use a different part of their brains.

Almost 30 people were invited to participate in the study – 19 girls between 10 and 19 years old, and ten women, aged between 22 and 32. They were asked to imagine a wide range of situations that cause different emotions. For example, to create the feeling of embarrassment, the participants were supposed to think about their father dancing in a supermarket or about dropping food on their clothes while eating out with friends. They were also asked to think about some situations in which they felt guilty, frightened or disgusted. While the study participants were imagining these situations, their brains were scanned using functional magnetic resonance imaging (fMRI). It was the first time brain imaging technology had been used to study this issue.

The researchers found that adults and teenagers use the same parts of the brain when considering emotions such as fear or disgust. Neither of these emotions are connected with the opinions of other people. However, the brain scan studies showed clear differences in brain activity when study participants were thinking about embarrassment or guilt – adolescents used the part of the brain called the medial prefrontal cortex, while adult participants did not. One of the researchers, Dr Sarah-Jayne Blakemore, believes that the findings of the study could explain other medical conditions such as some eating disorders and anxiety, which are linked to self-image and are experienced mainly by teenagers.



LIVEWORKSHEETS

**6.1. The father from the anecdote in the first paragraph**

**A.** used to sing songs with his daughters while shopping.
**B.** had a strategy to control his daughters' behaviour in a shop.
**C.** stopped taking his daughters shopping when they were adolescents.
**D.** changed his behaviour towards his daughters when they grew older.

**6.2. Which statement is true according to the second paragraph?**

**A.** Parents are often surprised by their children's emotions.
**B.** Young children find some teenage reactions very amusing.
**C.** Teenagers feel uncomfortable with some of their parents' behaviour.
**D.** Social scientists are still looking for an explanation of teenage emotions.

**6.3. The people who took part in the study**

**A.** were both male and female.
**B.** often felt embarrassed or guilty.
**C.** had to have a big imagination.
**D.** were both adults and adolescents.

**6.4. Which is stated in the text as an OPINION, not a fact?**

**A.** Brain scans had not been used in such studies before.
**B.** Adults and teenagers sometimes use their brains in a different way.
**C.** The study will help to understand other illnesses which affect teenagers.
**D.** Disgust and fear are emotions which do not involve the opinions of other people.

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

**A.** THE DEVELOPMENT OF THE BRAIN IN ADOLESCENTS
**B.** SCIENTISTS HELP TO RESOLVE TEENAGE PROBLEMS
**C.** HOW PARENTS SHOULD DEAL WITH TEENAGE EMOTIONS
**D.** EMBARRASSED TEENAGERS USE A DIFFERENT PART OF THE BRAIN



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**Zadanie 7.** _____ / 4

**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.**

THE BEST STUDENT JOB EVER?

During his second year of university Matthew Webster, a Politics student at Bath University, decided to look for a part-time job to help cover the cost of his studies. **7.1.** _____ They all wanted to earn some money but could only work 5 – 10 hours a week during the term time or more intensively over Christmas and summer holidays. **7.2.** _____ It seemed like the perfect kind of job for him and, to his surprise, he was selected from many candidates and offered the position. **7.3.** _____ On top of that, Matthew needed to restock Santa's sacks, take photos and provide information about all the events in Santa's grotto to the children's parents and guardians. It was hard work but Matthew absolutely loved the experience as he had always been exceptionally good with children. **7.4.** _____This meant he received a green elf suit instead of the red one, but also more money!

**A.** His skills and attitude were quickly noticed and he was promoted to Supervisor Elf.

**B.** One day at the end of November, Matthew came across an advert for one of Santa's Elves at the local shopping centre's grotto.

**C.** By that time he knew he had found the best student job he could wish for.

**D.** He soon realised that it was not an easy task as other students in Bath seemed to have exactly the same idea.

**E.** The job involved welcoming children to Santa's Grotto and entertaining them.



LIVEWORKSHEETS

**Zadanie 8.** _____ / 3

**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:** How old was your grandmother when she got married?
**Y:** _____
**X:** I see. My grandmother also married young.

**A.** I have no idea how old she was.
**B.** In her early twenties, I think.
**C.** I'm sure she was over forty.

**8.2.**
**X:** Could you do me a favour, Kate?
**Y:** Sure, no problem. _____
**X:** I need some help with these boxes. They're too heavy for me.

**A.** What shall I do?
**B.** How can you help me?
**C.** Why don't we do it together?

**8.3.**
**X:** What's wrong with this sweatshirt?
**Y:** I'm afraid _____. I need a smaller size.

**A.** it's not a good fit.
**B.** it doesn't suit me.
**C.** it's of poor quality.



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**Zadanie 9.** _____ / 4

**W zadaniach 9.1.–9.4. 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.** In this kind of job, you really need to be able to work (*samodzielnie*) _____.

**A.** lonely
**B.** yourself
**C.** on your own

**9.2.** The teacher couldn't remember all the names and faces because (*było*) _____ so many students in each class.

**A.** there was
**B.** there were
**C.** were

**9.3.** How long (*Robert wynajmuje*) _____ this flat?

**A.** is Robert renting
**B.** does Robert rent
**C.** has Robert been renting

**9.4.** Do you know where Jess bought the hoodie she (*ma na sobie*) _____ today?

**A.** is wearing
**B.** is putting on
**C.** is dressing up



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**Zadanie 10.** _____ / 3

**Przeczytaj tekst. Uzupełnij każdą lukę (10.1.–10.3.) jednym wyrazem. Przekształć wyraz podany w nawiasie, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

CAN WE LEARN TO BE HAPPY?

Some personality researchers believe that about half of our personality profile can be explained by genetics. This means that we are already born with about 50% of our personality traits. But it also **10.1.** _____ **(CLEAR)** suggests that the other half can be learnt during our life.

If it is possible to change your character to some extent, what qualities should you concentrate on to become a happier person? **10.2.** _____ **(PSYCHOLOGY)** tend to agree here that the main two are enthusiasm and positive thinking. They seem to be the key factors to happiness as they are both linked to life **10.3.** _____ **(SATISFY)**, self-approval and a sense of direction in life. So if you want to be happy, focus on being friendly to people, show them real interest, open yourself up to the world and find ways to think about your life in a positive way.

**Zadanie 11.** _____ / 3

**Uzupełnij zdania 11.1.–11.3. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.**
**Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

**11.1.** My mother advised (*I / not / move*) _____ out of our family home before finding a permanent job.

**11.2.** I'm afraid Emma (*do / bad*) _____ the exam last week and will have to retake it.

**11.3.** Matthew has never been (*keen / read*) _____ anything other than comic books.



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**Zadanie 12.** _____ / 12

**Dowiedziałeś(-aś) się, że dyrektor Twojej szkoły planuje wprowadzić mundurki. Na swoim blogu:**

- **wyjaśnij, jakiego argumentu użył dyrektor, proponując wprowadzenie mundurków, i wspomnij, kiedy ma to nastąpić**
- **opisz, jak uczniowie Twojej szkoły zareagowali na plany dyrektora**
- **przedstaw swoją opinię na ten temat noszenia mundurków w szkole**
- **zachęć czytelników do podzielenia się opiniami.**

*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).*

**CZYSTOPIS**

**Hi everyone! Can you believe it? The headteacher of my school wants us to wear school uniforms.**

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LIVEWORKSHEETS

LIVEWORKSHEETS

# 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.** _____ / 4

9.1. ____
9.2. ____
9.3. ____
9.4. ____

**Zadanie 10.** _____ / 3

10.1. _____
10.2. _____
10.3. _____

**Zadanie 11.** _____ / 3

11.1. _____
11.2. _____
11.3. _____



LIVEWORKSHEETS