

WYPEŁNIA ZDAJĄCY

KOD

--	--	--

PESEL

--	--	--	--	--	--	--	--	--	--

**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO
POZIOM PODSTAWOWY**

Próbna Matura z Operonem i British Council 2023/2024

TERMIN: 23 listopada 2023 r.

Czas pracy: 120 minut

LICZBA PUNKTÓW DO UZYSKANIA: 60

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

- ☐ nieprzenoszenia zaznaczeń na kartę
☐ dostosowania zasad oceniania.

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 15 stron (zadania 1.–12.). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty 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 będą oceniane.
6. Na karcie odpowiedzi wpisz swoją datę urodzenia i PESEL.
7. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj  pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe.
8. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

Zadanie 1. (0–5)

Usłyszysz dwukrotnie wywiad z właścicielem food trucka. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		T	F
1.1.	The most popular dish which John sells doesn't contain any meat.		
1.2.	John decided to buy a food truck after seeing it on a street.		
1.3.	John moves his food truck to a different spot every day.		
1.4.	On some occasions John doesn't work alone.		
1.5.	John's certain that in the future he'll open his own restaurant.		

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi dotyczących zimna. 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.

The speaker

- A.** promotes a travel destination.
- B.** is currently driving his/her car.
- C.** warns the listeners against unsafe weather conditions.
- D.** is sharing his/her exciting experience with the listener.
- E.** explains the reason for his/her change of plans to his/her boss.
- F.** is a radio host informing listeners about the beginning of a certain event.

2.1.	2.2.	2.3.	2.4.	2.5.

Zadanie 3. (0–5)

3.
0–1–2
3–4–5

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

Tekst 1. (do zadań 3.1.–3.2.)

3.1. The man

- A. warns the listeners against problems with sound in some cinemas.
- B. complains about the way cinemas are built.
- C. gives listeners some professional advice concerning cinemas.

3.2. When sound engineers test the sound system in cinemas, they usually sit

- A. about two-thirds from the front of the cinema room.
- B. as close to the screen as possible.
- C. in the centre of the cinema room.

Tekst 2. (do zadań 3.3.–3.5.)

3.3. The boy isn't sure whether he'll try

- A. canyoning.
- B. dirtboarding.
- C. white water rafting.

3.4. For the girl the boy's weekend plans sound

- A. very exciting.
- B. quite scary.
- C. safe enough.

3.5. Which is NOT true about the girl's visit to Paris?

- A. She's going to spend time in Paris with a group of friends.
- B. She's going to visit a lot of galleries and museums.
- C. She's going to Paris for longer than a weekend.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. NA KARTĘ ODPOWIEDZI!

Zadanie 4. (0–4)

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. THE MOST POPULAR TYPES OF BOSSABALL
- B. DO'S AND DON'TS: THE RULES OF THE GAME
- C. A NEW MIX OF SPORTS: FUN AND ENERGY IN ONE
- D. CHANGING THE BOSSABALL RULES OVER THE YEARS
- E. THE ORIGINS AND THE RISING POPULARITY OF BOSSABALL
- F. CHAMPION'S EFFORTS TO POPULARIZE THE SPORT OF BOSSABALL

BOSSABALL

4.1.

Have you ever heard about bossaball? It's a sport that combines elements of volleyball, soccer and gymnastics. It is played on an inflatable court that has trampolines on both sides of the net, allowing players to jump higher and perform acrobatic movements at the same time. The sport is popular among young people and has been described as an exciting way to stay active and socialize with friends.

4.2.

Bossaball was invented in Spain in 2005 by a Belgian Filip Eyckmans. The first official game of bossaball was played in 2006 in Belgium, and the sport has since gained fame in several countries around the world, including the Netherlands, Brazil and Singapore. The name "bossaball" comes from the combination of "bossa nova" (a Brazilian music style) and "volleyball."

4.3.

Bossaball is a team sport and each team consists of three to five players. The aim is to hit the ball over the net and onto the opponents' trampoline. Players are allowed to use any part of their body to hit the ball, and can also use the trampolines to jump and perform acrobatic movements. Points are scored when the ball hits the opponents' trampoline or when the opponent hits the ball out of bounds.

4.4.

One of the most successful bossaball players is Ries Verhoeven. He's a Dutch bossaball team member who also trains players in both bossaball and volleyball. Verhoeven has won numerous competitions and is known for his impressive acrobatic skills. In January 2021, he was looking for new members for a club in Utrecht. With skilled players like Verhoeven, bossaball is gaining popularity worldwide.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–7)

Przeczytaj cztery teksty (A–D). Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.

5.

0–1–2

3–4–5

6–7

Tekst A

Are you a teenager who wants to help someone and earn money at the same time? We are a family in need of someone nice to keep our elderly father company. Here's what we have in mind:

Who: A kind teenager who likes spending time with older people.

What: Talk and listen to our father, help make food, clean a little, and run errands.

When: You can work different hours, even at weekends.

Experience: You don't need to have experience working with older people, but you need to be patient and polite.

Pay: We'll start by paying you \$15 per hour.

This is a unique chance for a teenager to be a friend to someone who could really use one, and to get some work experience at the same time. If you're interested, please contact us by email at familycare@gmail.com or by phone at (020) 456-7110. We look forward to hearing from you!

Tekst B

Are you looking to start your first job? Here's a checklist of things to keep in mind:

1. Make a list of your skills and experiences, even if you haven't worked before.
2. Tell people you know that you're looking for a job.
3. Wear nice clothes when you go to interviews and on your first day of work.
4. Be ready to learn new things and don't be afraid to ask questions.
5. Be reliable and always show up to work on time.
6. Be willing to work at weekends and holidays if needed.
7. Save your money and plan your spending.
8. Try to help your coworkers and be a good team player.

Tekst C

www.myblog.com/marika

Hi everyone! Last week I started my first job as a receptionist at a hair salon. I was really nervous because I didn't know what to expect, but my boss was very friendly and explained everything to me. I learned how to answer the phone, schedule appointments and greet customers. It was really fun to talk to people and help them feel comfortable. I'm excited to keep working and getting better at my job!

And you? Have you ever had a job? Let me know in the comments.

Marika

Tekst D

JOB FAIR

Attention! Are you looking for a part-time job to earn some extra cash or gain valuable work experience? Then don't miss our annual job fair at school, coming up next Friday in the school gym! Local businesses like the bakery, hair salon and bookstore will be here looking for new employees. You could be one of them! Last year, over 20 students got jobs thanks to this fair, so it's a great opportunity to find work close to home. Don't forget to bring your resume and wear a smile! We hope to see you there!

The Headmaster

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 encourages readers to take part in a certain event.	
5.2.	The author of this text shares a particular experience from the past.	
5.3.	The author of this text gives general advice to the readers.	

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 5.1. DO 5.3. NA KARTĘ ODPOWIEDZI!

Przeczytaj wiadomość, którą Maciej 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 cztery wyrazy.

Cześć, Aniu,

Muszę Ci się pochwalić! Zacząłem niedawno swoją pierwszą pracę. Zmotywowała mnie do tego moja koleżanka Marika. Kiedy przeczytałem na jej blogu, że pracuje jako **5.4.** _____, pomyślałem, że ja też mógłbym czegoś poszukać. Najpierw próbowałem na targach pracy, które były zorganizowane w **5.5.** _____, ale żadna oferta mi się nie spodobała. Jednak dwa dni później zobaczyłem ogłoszenie dotyczące pracy jako **5.6.** _____. Autorzy ogłoszenia oferowali bardzo korzystne warunki i nie szukali wyłącznie ludzi, którzy **5.7.** _____. Wysłałem swoje CV, zaproszono mnie na rozmowę i... zostałem przyjęty!

Jestem bardzo podekscytowany i postanowiłem już, że za swoją pierwszą wypłatę kupię sobie nowy telefon.

Pozdrawiam Cię serdecznie,

Maciej

Zadanie 6. (0–5)

6.

0–1–2
3–4–5

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

Dr Tomas Streyer looked around the control room at his team of scientists and engineers. He was excited and frightened but he tried to seem calm. In a few minutes, they might start to discover something amazing: how the universe began.

He looked out of the window at the beautiful blue summer sky and tried to breathe slowly.

‘Ready,’ he said. He pressed the first button and the complicated computers and advanced machinery came to life.

‘Set,’ he said. He pressed the second button and switched on the large particle accelerator that lay under the towns and fields of Switzerland.

‘Go,’ he said. And, at exactly twelve o’clock, he pressed the final button.

For a second, he felt as if he was blind, because everything went completely black. Tomas shouted in shock, but the lights were already on again. That was not part of his plan. He had no idea what had just happened.

‘Everybody, check the systems!’ he ordered. But nothing seemed to be wrong with them. The particle accelerator was working perfectly.

‘Tomas,’ said his assistant. ‘Look outside.’ She sounded afraid.

The perfect summer’s day of five minutes ago had gone. Instead, the sky was darker than the blackest night. But that wasn’t the worst thing. The sun wasn’t there, and the moon and stars were also gone.

People were shouting and screaming. They started calling their families on the telephone because they were afraid they had all gone too. Tomas felt as if it was hard to breathe, but he counted to ten and tried to breathe slowly. He sat at the main computer and started reading the information and numbers from his experiment. But he couldn’t find anything to explain what was happening. He ran out of the exit with the rest of his team until they were all outside the building.

Everyone else in the building was outside, frightened and confused. They were using the screens and lights on their mobile phones to see better. Several people got in their cars and turned on the lights. They drove to the entrance to make a small area of light for everybody to stand together. The street lights turned on, but most people were still afraid.

Then, almost twenty minutes after Tomas had started the particle accelerator, the sun was in the sky again. It was warm and yellow, and the black sky turned blue again. Everyone started laughing and dancing around, and Tomas felt as if he could breathe normally again.

But later, hours later, when the real night began, no one was happy. Because, although the moon rose again, there were no stars in the sky at all.

Na podstawie: *First Star I See Tonight* by Andrew Leon Hudson and adapted by Nicola Prentis, British Council,
<https://link.operon.pl/st> (dostęp: 6.09.2023 r.).

6.1. Before the experiment began Dr Tomas Streyer felt

- A. scared.
- B. relaxed.
- C. amazed.
- D. uninterested.

6.2. Which is true about the buttons Dr Tomas Streyer pressed?

- A. The first one didn't work as expected.
- B. The second one was pressed at midday.
- C. All of them did the same thing.
- D. There were three of them.

6.3. The experiment went wrong because

- A. it permanently turned off all the lights in the control room.
- B. it ended much later than it was supposed to end.
- C. it made a change in the natural environment.
- D. it made Tomas lose his sight.

6.4. In less than half an hour after the experiment people

- A. could breathe normally.
- B. drove away in their cars.
- C. thought everything went back to normal.
- D. found an explanation to what was happening.

6.5. Which is the best title for the text?

- A. BRINGING LIGHT TO THE WORLD
- B. WHEN SCIENCE WENT WRONG
- C. SUCCESSFUL EXPERIMENT
- D. A DAY THAT NEVER ENDS

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 7. (0–4)

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.

UNEXPECTED CONNECTIONS

As the train pulled out of the station, Sarah settled into her seat and tried to focus on her book. She was on her way to visit her parents for the weekend and was looking forward to some peace and quiet. **7.1.** ____ “Emily?” Sarah said, recognizing her childhood best friend. “Sarah! Oh my goodness, I can’t believe it’s you!” Emily said, surprised as she took the seat next to Sarah. Sarah and Emily spent the next hour chatting about old times. **7.2.** ____ “I actually have a job interview today,” she said, looking a little nervous. “Really? That’s great!” Sarah replied. “Yeah, it’s with a company that specializes in marketing for small businesses. It sounds like a great opportunity,” Emily explained. “Wait, what’s the company called?” Sarah asked. “Williams Marketing. Why do you ask?” Emily replied, curious. **7.3.** ____ “I had no idea they owned Williams Marketing! This is crazy!” Emily exclaimed, feeling a mix of shock and excitement. Sarah smiled, happy to see her friend’s enthusiasm. **7.4.** ____ Emily’s face lit up.

“Really? That would be amazing! Thank you so much, Sarah!” she said, feeling grateful for the unexpected turn of events.

- A. “Well, I can put in a good word for you,” she offered.
- B. “It is my parents’ company!” Sarah explained with a huge smile.
- C. “Well, I guess we’re both applying for the same job.” Sarah said.
- D. Emily shared that she had just graduated from college and was applying for jobs in the area.
- E. Just as she started to get absorbed in the story, she noticed a familiar face walking down the aisle.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–3)

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.

0–1
2–3

8.1.

X: I’m nervous because of tomorrow’s test.

Y: ____ There’s no need to stress out. It’ll be easy, you’ll see.

- A. Let it down!
- B. Calm down!
- C. Look down on it!

8.2.

X: I’m ordering something to eat. Does sushi sound good?

Y: ____ I love it even more than curry.

- A. Let’s decide.
- B. I really doubt that.
- C. That’s a great choice.

8.3.

X: What seems to be the problem?

Y: ____

X: Let me see...It doesn’t look broken.

- A. My stomach hurts and I feel dizzy.
- B. I’ve got a terrible sore throat.
- C. I slipped and injured my toe.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–4)

W zadaniach 9.1.–9.4. spośród podanych odpowiedzi wybierz tę, która poprawnie uzupełnia obydwa zdania. Zakreśl jedną z liter: A, B albo C.

9.1.

- I wasn't first at the finish line – I came ____.
- Give me a ____ and I'll call you back.

A. moment

B. second

C. last

9.2.

- Martha was ____ the street when she saw John.
- Why are you ____ those sentences out? Are they wrong?

A. taking

B. turning

C. crossing

9.3.

- Flowers are the first ____ of spring.
- You don't have to stop when you see this road ____.

A. sign

B. light

C. warning

9.4.

- Do you ____ on with your younger brother?
- Let's ____ together next Sunday! How about organising a barbecue in my garden?

A. go

B. get

C. meet

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

2-3

Uwaga: jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

short

2-3

Uwaga: nie zmieniaj formy podanych wyrazów.

- wyjaśnij, jakie to było wydarzenie i w jaki sposób zdobyłeś/zdobyłaś na nie bilety;
- opisz zaskakującą sytuację, która miała miejsce w trakcie tego wydarzenia;
- wyraż swoją opinię na temat tego wydarzenia;
- zachęć czytelników bloga do uczestnictwa w kolejnym wydarzeniu tego typu i podaj jego szczegóły.

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 80 do 130 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).

*Hi everybody,
Guess what! I've recently seen a very interesting event.*

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Treść	Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
0-1-2-3-4-5	0-1-2	0-1-2-3	0-1-2	

BRUDNOPIS (*nie podlega ocenie*)

JĘZYK ANGIELSKI POZIOM PODSTAWOWY

WYPEŁNIA ZDAJĄCY

Data urodzenia zdającego

dzień		miesiąc		rok			

1.	T	F
.	☐	☐
.	☐	☐
.	☐	☐
.	☐	☐
.	☐	☐

Zad. 2.	A	B	C	D	E	F
2.1.	☐	☐	☐	☐	☐	☐
2.2.	☐	☐	☐	☐	☐	☐
2.3.	☐	☐	☐	☐	☐	☐
2.4.	☐	☐	☐	☐	☐	☐
2.5.	☐	☐	☐	☐	☐	☐

3.	A	B	C
.	☐	☐	☐
.	☐	☐	☐
.	☐	☐	☐
.	☐	☐	☐
.	☐	☐	☐

Zad. 4.	A	B	C	D	E	F
4.1.	☐	☐	☐	☐	☐	☐
4.2.	☐	☐	☐	☐	☐	☐
4.3.	☐	☐	☐	☐	☐	☐
4.4.	☐	☐	☐	☐	☐	☐

Zad. 5.	A	B	C	D
5.1.	☐	☐	☐	☐
5.2.	☐	☐	☐	☐
5.3.	☐	☐	☐	☐

Zad. 6.	A	B	C	D
6.1.	☐	☐	☐	☐
6.2.	☐	☐	☐	☐
6.3.	☐	☐	☐	☐
6.4.	☐	☐	☐	☐
6.5.	☐	☐	☐	☐

7.	A	B	C	D	E
.	☐	☐	☐	☐	☐
.	☐	☐	☐	☐	☐
.	☐	☐	☐	☐	☐
.	☐	☐	☐	☐	☐

8.	A	B	C
.	☐	☐	☐
.	☐	☐	☐
.	☐	☐	☐

9.	A	B	C
.	☐	☐	☐
.	☐	☐	☐
.	☐	☐	☐
.	☐	☐	☐

PESEL

0	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	0
1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1
2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	2
3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	3
4	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	4
5	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	5
6	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	6
7	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	7
8	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	8
9	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	9

WYPEŁNIA EGZAMINATOR

Zad. 5.	0	1
5.4.	☐	☐
5.5.	☐	☐
5.6.	☐	☐
5.7.	☐	☐

Zad. 10.	0	1
10.1.	☐	☐
10.2.	☐	☐
10.3.	☐	☐

Zad. 11.	0	1
11.1.	☐	☐
11.2.	☐	☐
11.3.	☐	☐

Zad. 12.

Zgodność z poleceniem	Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
0-1-2-3-4-5	0-1-2	0-1-2-3	0-1-2	

ISBN 978-83-8197-418-9



9 788381 974189