

IMIĘ I NAZWISKO: _____

KLASA: _____

*Na oficjalnym egzaminie maturalnym
zamiast imienia, nazwiska i klasy
będziesz musiał(a) podać swój numer PESEL*

PRÓBNY EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM ROZSZERZONY

DATA:

GODZINA ROZPOCZĘCIA:

CZAS PRACY: **150 minut**LICZBA PUNKTÓW DO UZYSKANIA: **60**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 13 stron (zadania 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Na tej stronie oraz na karcie odpowiedzi wpisz swoje imię, nazwisko oraz klasę. Na oficjalnym egzaminie maturalnym zamiast imienia, nazwiska i klasy będziesz musiał(a) podać swój numer PESEL oraz nakleić naklejkę z kodem.
3. Nagrania do zadań od 1. do 3. zostaną odtworzone dwukrotnie.
4. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
5. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
6. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
7. Symbol  zamieszczony przy zadaniu zamkniętym oznacza, że rozwiązanie tego zadania musisz przenieść na kartę odpowiedzi. Ocenie podlegają wyłącznie rozwiązania zaznaczone na karcie odpowiedzi.
8. Aby zaznaczyć odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj  pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe pole.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

Zadanie 1. (0–6)



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

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

Tekst 1. (do zadań 1.1.–1.2.)

1.1. The speaker started time banking because

- A. he felt uncomfortable asking for favours.
- B. he wanted to help his awkward neighbour.
- C. he was attracted to the money-free community system.

1.2. The speaker's sister changed her mind about time banking because

- A. she was encouraged to try it by her parents.
- B. she wanted to help her parents financially.
- C. she saw it gave her independence.

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

Tekst 2. (do zadań 1.3.–1.6.)

1.3. Job shadowing is different from work placement because

- A. it involves more hands-on experience.
- B. it requires more educational qualifications.
- C. it focuses on observing rather than doing work tasks.
- D. it is for university graduates, not for university students.

1.4. When Mark says "job shadowing can be a real eye-opener", he means that

- A. it can reveal surprising or unexpected information.
- B. it can cause students to become disappointed.
- C. it can improve students' observational skills.
- D. it can be physically exhausting.

1.5. From the text, we can conclude that job shadowing in healthcare

- A. requires previous medical training.
- B. is most commonly found in hospitals.
- C. focuses on observation of patient consultations.
- D. offers more official programmes than other industries.

1.6. Mark thinks that finding job shadowing opportunities is

- A. doable using various approaches.
- B. beneficial only in certain industries.
- C. nearly impossible without connections.
- D. complicated and requires a formal process.

Zadanie 2. (0–5)

 Usłyszysz dwukrotnie pięć wypowiedzi na temat formatów, w jakich młodzi ludzie czytają książki. 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. reads paper books when he/she feels tired.
- B. likes to read the same book in two different formats.
- C. has changed his/her attitude because of someone's advice.
- D. points out the benefits of digital tools when working with texts.
- E. prefers printed books when preparing for something important.
- F. describes how reading habits help him/her manage a busy schedule.

2.1.	2.2.	2.3.	2.4.	2.5.

Zadanie 3. (0–4)

Usłyszysz dwukrotnie wywiad z artystką, grającą na łyżkach. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. w poniższych zdaniach, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- 3.1. As a child, Susan used to go to _____, where she started learning to play the spoons seriously.
- 3.2. To play spoons, hold them back-to-back loosely in the hand that _____, then tap them between your leg and your other hand.
- 3.3. Kitchen spoons are _____ to hold while playing and produce a sharper sound than professional wooden spoons.
- 3.4. Apart from engaging your memory, attention and coordination, playing the spoons _____, which in short is great for your mental state, and also helps you express yourself.

Zadanie 4. (0-5)

 Przeczytaj teksty (A-D), oraz pytania ich dotyczące (4.1.-4.5.). Do każdego pytania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. **Uwaga:** w jednym z tekstów znajdują się odpowiedzi na dwa pytania.

In which text does the author		Answer
4.1.	highlight a rewarding moment after a demanding part of the walk?	
4.2.	refer to historical surroundings that have been preserved over time?	
4.3.	mention different ways in which visitors can engage with the experience?	
4.4.	show that the real location makes the fictional world easier to understand?	
4.5.	suggest that early life experiences may have influenced fictional creations?	

LITERARY WALKS

A. The Jane Austen Countryside Loop

You can walk through the beautiful countryside that inspired *Pride and Prejudice*. This 7-kilometre route starts at Jane Austen's house in Chawton village, where she worked on her best-known books. The path crosses the same Hampshire fields she wandered every day, seeking inspiration for Elizabeth Bennet and Mr Darcy's romance. As you pass through the charming nearby village, you'll see historic farmhouses mentioned in her letters. The rolling green hills and ancient hedgerows look just as they did in Austen's time. Clear signposts and downloadable maps make navigation easy – perfect for literature fans wanting to understand where England's most famous romance novelist found her creative inspiration.

B. Virginia Woolf's Walk

This challenging 13-kilometre trek follows Virginia Woolf's favourite walking route between her cottage and her sister's residence. Starting at Woolf's home in Rodmell, the path crosses chalk hills to reach the distant farmhouse. Woolf often walked these beautiful hills, searching for peace and inspiration. A local travel agency runs excellent guided walks, but you can tackle this one independently using their detailed maps. The best part is reaching the hilltop, with its stunning views across the valley. It's quite steep, but worth the effort. You'll pass wildflower meadows before finishing at the museum, which has an excellent café serving homemade treats.

C. The Brontë Moorland Experience

The trek to the ruined farmhouse at Top Withens from Haworth is England's most famous literary walk. This ruined Yorkshire building supposedly inspired one of the three Brontë sisters, Emily, to write *Wuthering Heights*, and the wild countryside still feels haunting today. Starting from the fascinating Brontë Parsonage Museum, you'll climb cobbled village streets lined with old stone houses. The route crosses open moorland on ancient stone paths the sisters knew well. You'll pass the beautiful waterfalls where they often had picnics. The ruined building at Top Withens is just broken down walls now, but standing there in the howling wind really makes the novel suddenly come to life. Pack waterproofs for Yorkshire's notoriously unpredictable weather.

D. The Agatha Christie Trail

The official "Agatha Christie Mile" in the Devon seaside town of Torquay is perfect for crime fiction fans visiting the Queen of Crime's homeland. This scenic walking trail connects twelve key locations where the world's best-selling novelist lived and found inspiration. You'll visit the Grand Hotel where she spent her honeymoon, the Imperial Hotel that inspired some of the scenes in her novels, and Torre Abbey with its special garden containing some of the poisonous plants that Christie wrote about. The route also takes you past the local museum and beautiful Princess Gardens that appeared in *The A.B.C. Murders*. The walk shows how her youth in Devon shaped her famous detective novels. The Visitor Information Centre offers free leaflets and there are street signs throughout the seaside town.

Zadanie 5. (0–5)

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

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



A RADIO ADAPTATION OF THE WAR OF THE WORLDS



On Halloween evening 1938, twenty-three-year-old Orson Welles walked into CBS Studio One expecting another typical radio show. His Mercury Theatre was adapting H.G. Wells's classic science fiction story about visitors from Mars as just another regular weekly production. **5.1. ____** That particular evening, however, the show was struggling for audience attention, competing against more popular entertainment programmes broadcast at the same time. Welles needed something special to make his adaptation stand out from usual radio drama.

Welles's genius was in deciding to present the story as authentic news coverage. Instead of a traditional narrative, listeners heard what seemed like genuine breaking news bulletins interrupting a regular programme. The broadcast began with pleasant dance music from a hotel orchestra, then slowly introduced reports of unusual astronomical observations on Mars. **5.2. ____** Their performance was so convincing that many listeners mistook fiction for fact. Tension increased as each new news report became more dramatic than the previous one.

The following morning, some newspapers were reporting extraordinary public reactions to the broadcast. **5.3. ____** Major newspapers turned these reports into front-page stories, with reporters highlighting the dramatic nature of the public's reactions. Although they mainly relied on wire service reports rather than independent investigation, many publications depicted the incident as proof of widespread confusion. However, modern examination reveals that these newspaper accounts were significantly exaggerated. Measurements of the radio audience that evening show relatively few people were actually listening to Welles's programme compared to other popular radio shows. **5.4. ____** This exaggerated style of reporting may have been caused by newspapers' competition with radio for advertising revenue, making them eager to portray their rival medium in a negative light.

This broadcast will always be significant, regardless of the real scale of the public's immediate reaction. **5.5. ____** From radio dramas to contemporary podcasts, his innovative approach influenced decades of audio storytelling. The event also highlighted the speed at which false information could spread through mass media, a lesson that is still relevant today.

- A. Headlines described confused listeners contacting police stations and radio networks, and newspaper offices trying to confirm the information about the event.
- B. It never occurred to anyone that this apparently routine programme would turn into one of the most talked-about events in radio history.
- C. Within hours, the story had reached newspapers across the country, creating excitement that lasted for weeks.
- D. Despite any confusion it may have caused, Welles had shown how radio could produce immersive experiences with just sound.
- E. Given these low listening figures, the scale of general panic appears to have been largely overstated by journalists looking for dramatic stories.
- F. To make it seem more realistic, professional actors played scientists, politicians, eyewitnesses, and news reporters.

PRZENIEŚ ROZWIĄZANIA ZADAŃ 4. ORAZ 5. NA KARTĘ ODPOWIEDZI!

Tekst 1.

THE MORNING STRUGGLE

I like wasting my time when I ought not to be wasting my time, not when it is the only thing I have to do. That is my stubborn nature. The time when I like best to stand with my back to the fire is when my desk is piled highest with letters that must be answered by the next post. I like to take my time over my dinner when I have a heavy evening's work before me. And if, for some urgent reason, I ought to be up particularly early in the morning, it is then, more than at any other time, that I love to lie an extra half-hour in bed.

How delicious it is to turn over and go to sleep again "just for five minutes." Is there anyone, I wonder, who doesn't feel the temptation to stay in bed for just a bit longer? There are some people for whom getting up at the proper time is an absolute impossibility. If eight o'clock happens to be the time that they should turn out, then they lie till half-past. If circumstances change and half-past eight becomes early enough for them, then it is nine before they can rise. They are like the politician of whom it was said that he was always precisely half an hour late. They try all manner of schemes. They buy alarm clocks (clever devices that go off at the wrong time and alarm the wrong people). They tell someone to knock at the door and call them, and that someone does knock at the door and does call them, and they mumble back "Alright," and then go comfortably to sleep again. I knew one man who would actually get out and have a cold bath; even that was of no use, for afterwards he would jump into bed again to warm himself.

I think, myself, that I could stay out of bed all right if I once got out. It is lifting the head off the pillow that I find so hard, and no amount of overnight determination makes it easier. I say to myself, after having wasted the whole evening, "Well, I won't do any more work tonight; I'll get up early tomorrow morning," and I am thoroughly resolved to do so – then. In the morning, however, I feel less enthusiastic about the idea, and reflect that it would have been much better if I had stayed up last night. And then there is the trouble of dressing, and the more one thinks about that the more one wants to put it off.

It is a strange thing this bed, this peaceful place, where we stretch our tired limbs and sink away so quietly into the silence and rest. "O bed, O bed, delicious bed, that heaven on earth to the weary head," as sang the English poet, Thomas Hood, you are a kind nurse to us restless boys and girls. Clever and foolish, naughty and good, you take us all in your motherly lap and calm our troubled crying. A busy parent needing a moment's rest, an office worker tired after a long day, a student ready for a good night's sleep – like children we lay our aching heads on your soft shoulder, and you gently soothe us off to bye-byes.

Adapted from: *The Idle Thoughts of an Idle Fellow* by Jerome K. Jerome; by Dorota Borkowska



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. The narrator's attitude towards getting out of bed is best described as

- A. he/she enjoys the process of getting out of bed once he/she is awake.
- B. he/she is determined to wake up but struggles with the initial action.
- C. he/she believes it's always better to get up earlier than planned.
- D. he/she feels proud of staying in bed longer than necessary.

6.2. Some people have trouble with punctuality and often

- A. wake up early but adjust their schedule to fit their habits.
- B. use their lateness, like some politicians, to appear important.
- C. hold others responsible for failing to help them wake up on time.
- D. struggle to be on time but remain unsuccessful despite their efforts.

6.3. The narrator's approach to tasks can best be described as

- A. he/she makes plans to be efficient but often delays them.
- B. he/she prefers to work late at night and avoids early mornings.
- C. he/she avoids making any plans, believing they are unnecessary.
- D. he/she is disciplined and immediately takes action on his/her plans.

6.4. The examples of a busy parent, office worker, and student demonstrate that

- A. work-related stress affects people more than personal problems.
- B. different professions require different amounts of sleep.
- C. modern life creates a universal need for peaceful rest.
- D. students face more pressure than working adults.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

WHY WAKING UP FEELS SO HARD

The alarm goes off. You open your eyes, feeling disoriented and sleepy. Your mind is foggy, your body feels heavy, and sitting up seems incredibly challenging. Sounds familiar?

This common struggle is known scientifically as sleep inertia* – the sleepiness, tiredness and confusion that occur immediately after waking up. During this transition from sleep to wakefulness, which typically lasts 15 to 60 minutes, your thinking abilities are reduced, and your reaction times to your surroundings are slower.

Some research suggests that the phenomenon occurs because your brain does not instantly switch from sleep mode to full alertness. During sleep, your brain creates delta waves that encourage deep sleep. It takes time for these waves to disappear after waking up. If your alarm wakes you up in the middle of a deep sleep, this change is particularly difficult. Your body temperature also plays a crucial role in this process. While you sleep, your temperature goes through a process – first dropping, then gradually returning to its usual level before you wake up. When an alarm goes off before this warming process is complete, your body feels tired, and your bed seems incredibly cosy.

Some people try to fight this by hitting the snooze button and getting some extra sleep time. Traditional sleep experts have warned that taking those extra minutes interrupts your rest and may even worsen morning disorientation and leave you feeling tired and sleepy throughout the entire day. However, recent research tells a different story. Studies have revealed that some people who sleep an extra 30 minutes actually perform better on thinking tasks immediately after waking, and show no significant differences in mood or alertness when measured throughout the rest of the day, compared to those who get up straight away.

Instead of taking those extra minutes, which not everyone favours, what can you do to avoid morning sleepiness? Several strategies may help. Maintaining a regular sleep schedule helps control your internal clock. Having bright light in your room immediately upon waking can reduce sleepiness and boost wakefulness. Another helpful approach is maintaining cool temperatures during the night, which helps your body's natural temperature rhythm work more effectively.

Now that you know this, perhaps it's worth reconsidering any self-criticism about morning struggles. It's simply a natural biological phenomenon. Knowing this, won't it be easier to get out of bed tomorrow morning?

*sleep inertia – bezwładność senna



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

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

- 6.5. The disorientation that people experience immediately after waking up makes it considerably more difficult to think clearly, concentrate effectively, and _____ to the world around them.
- 6.6. Waking up during deep sleep before your body temperature has _____ completely, can contribute to feelings of morning tiredness.
- 6.7. Contemporary research suggests that an extra 30-minute sleep after the first alarm goes off _____ your mood or alertness throughout the day.
- 6.8. It's helpful to keep your bedroom cool at night and _____ in your room right after you wake up, as this makes morning wake-ups much easier.

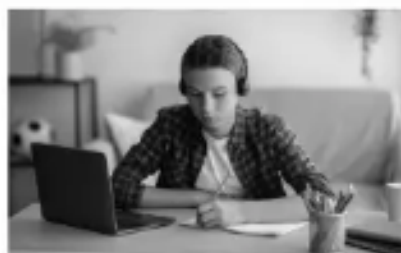
Zadanie 7. (0-6)

 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 Power of Pen and Paper

Have you ever noticed how your best ideas seem to come to you when you are writing in a notebook rather than 7.1. ____ at a screen? That feeling is supported by real science.



Consider two students preparing for their final exams. In record time, one types efficiently, producing pages of digital notes, 7.2. ____ the other, pen in hand, quietly works through the same material on paper. Although typing may appear the smarter choice at first, scientific findings suggest this assumption might deserve a second look.

Your brain does something amazing when you write by hand. Recently, researchers 7.3. ____ that the act of physically creating letters links memory, movement, and visual understanding in ways that typing simply cannot. Because of the intentional movement of the pen across the paper, each handwritten word becomes a unique experience that 7.4. ____ in your mind. 7.5. ____, typing misses this deeper encoding process because it reduces each letter to essentially the same finger movement. The findings speak for themselves: students who take handwritten notes regularly perform better than their classmates who use keyboards, not only 7.6. ____ memory but also when it comes to true understanding of complex ideas.

So perhaps that apparently old-fashioned practice deserves more credit than we give it. Next time you need to learn something important, consider reaching for a pen instead of a keyboard.

7.1.

- A. look
- B. looked
- C. to look
- D. looking

7.2.

- A. during
- B. while
- C. after
- D. until

7.3.

- A. has discovered
- B. had discovered
- C. have discovered
- D. have been discovered

7.4.

- A. is stored
- B. is moved
- C. is delivered
- D. is transported

7.5.

- A. Similarly
- B. Therefore
- C. Moreover
- D. In contrast

7.6.

- A. in favour of
- B. in terms of
- C. in spite of
- D. in case of

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0-4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.) **jednym** wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

<>

CITIZEN SCIENCE

Forget lab coats – the greatest scientific discoveries can now take place on phones during coffee breaks. Ordinary people are now becoming researchers, thanks to citizen science. What makes this possible? Universities now are **8.1. (ACTIVE)** _____ recruiting volunteers for research projects through online platforms. Anyone with a smartphone can join studies ranging from tracking bird migrations and measuring urban noise to hunting for new planets and monitoring water quality. It's like having a laboratory in your pocket.

The idea of citizen science originated in the late 20th century and built upon customs that date back a century, so this is nothing new. The difference now is scale: technological **8.2. (DEVELOP)** _____ have turned casual interest into a goldmine.

It is impossible to resist the exchange. Researchers obtain information that would be extremely difficult to collect across continents. Meanwhile, volunteers get the **8.3. (SATISFY)** _____ of resolving actual issues in their communities as well as contributing to genuine research.

Science has broken free from academic institutions and managed to **8.4. (STRONG)** _____ its connection with ordinary people.

Zadanie 9. (0-4)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (9.1.–9.4.). W każdą lukę można wpisać **maksymalnie cztery wyrazy**, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga:** nie zmieniaj formy podanych wyrazów.

- 9.1. The owner of the house arranged for someone to install security cameras around the building.

HAD

The owner of the house _____ around the building.

- 9.2. Mary paid for the meal although I told her not to.

DESPITE

Mary paid for the meal _____ her not to.

- 9.3. "I'll definitely help you move house," he assured me.

ASSURED

He _____ help me move house.

- 9.4. Sarah regrets not accepting the job offer when she had the chance.

WISHES

Sarah _____ the job offer when she had the chance.

Zadanie 10. (0-13)

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 temat wybrany przez Ciebie. Zakreśl jego numer.

1. W niektórych krajach europejskich trwa debata nad obniżeniem wieku wyborczego z 18 do 16 lat. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony takiego rozwiązania.
2. Napisz **list** do redakcji gazety anglojęzycznej, w którym omówisz wpływ zakupów online na tradycyjne sklepy stacjonarne oraz przedstawisz swoje propozycje wspierania lokalnych przedsiębiorców.

CZYSTOPIŚ

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.