PIERWSZA ŁAWKA · 40 ZADAŃ · MATURA 2027 · PR · JĘZYK ANGIELSKI · MATURA 2027 · POZIOM ROZSZERZONY

Matura 2027 angielski PR – rozumienie tekstów pisanych – 40 zadań

40 zadań do rozumienia tekstów pisanych na poziomie B2 w formułach CKE: 10 nowych tekstów (artykuły, list do redakcji, opowiadanie, list formalny, ogłoszenia), wybór A–D, wstawianie zdań z nadmiarowymi, dobieranie, krótkie odpowiedzi i notatka po angielsku, wnioskowanie, przekazywanie informacji po polsku, mini-arkusz z kluczem.

Karta	Temat	Zadania
1	**Wybór wielokrotny A–D** Artykuł i list do redakcji – 7 pytań	2 zad. 7 pkt
2	**Wstawianie zdań w luki** Dwa teksty, zdania nadmiarowe – 7 zadań	2 zad. 7 pkt
3	**Dobieranie** Wypowiedzi do pytań i nagłówki do akapitów – 7 pozycji	2 zad. 7 pkt
4	**Krótkie odpowiedzi i notatka** Odpowiedzi do 5 wyrazów i luki w notatce – 7 zadań	1 zad. 7 pkt
5	**Wnioskowanie i znaczenia pośrednie** Nastawienie autora i intencja – 6 pytań	2 zad. 6 pkt
6	**Mini-arkusz: zadania mieszane** Jeden tekst, sześć zadań w formułach CKE	1 zad. 6 pkt

JAK KORZYSTAĆ Z ZESTAWU

- Materiał zawiera **40 zadań** (40 pojedynczych pozycji – luk, zdań, pytań – w formule arkusza CKE) z jednej umiejętności maturalnej, w sześciu kartach.
- Karta 1 krótko przypomina, jak wygląda to zadanie na maturze 2027 i jak oceni je CKE. Polecenia i punktacja są takie jak w arkuszach CKE 2023–2026.
- Klucz na końcu zawiera odpowiedzi z akceptowanymi wariantami, zasady oceniania i numer z brzmieniem wymagania z podstawy programowej.
- Wersja DOCX pozwala edytować zadania i drukować karty osobno – np. jako krótką powtórkę na początek lekcji.

Materiał oryginalny – nie zawiera zadań z arkuszy CKE ani podręczników. Podstawa programowa LO (Dz.U. 2018 poz. 467 w brzmieniu Dz.U. 2024 poz. 1019), informator CKE 2024/2025, formuła arkuszy 2023–2026. Wymagania: III.1.R III.1 – Zdający określa główną myśl tekstu lub fragmentu tekstu; III.1.R III.2 – określa intencje, nastawienie i postawy nadawcy lub autora tekstu; III.1.R III.4 – znajduje w tekście określone informacje; III.1.R III.5 – rozpoznaje związki między poszczególnymi częściami tekstu; III.1.R III.7 – wyciąga wnioski wynikające z informacji zawartych w tekście; III.1.R III.9 – rozpoznaje informac Do użytku własnego i pracy z własnymi uczniami.

Wybór wielokrotny A–D

Artykuł i list do redakcji – 7 pytań

KARTA 1/6

Imię i nazwisko: ..... Data: ..... Wynik: ..... / 7 pkt

PRZYPOMNIJ SOBIE

- **Rozumienie tekstów pisanych na maturze 2027 (PR).** Ok. 18 zadań (około 30% punktów arkusza), teksty o łącznej długości ok. 1400–1800 wyrazów, poziom B2 (informator CKE 2024/2025).
- **Typy zadań:** wybór wielokrotny, dobieranie, wstawianie zdań w luki, odpowiedzi otwarte (krótkie, po angielsku) oraz zadania na przekazanie informacji.
- **Punktacja:** 1 punkt za każdą poprawną odpowiedź. W zadaniach otwartych liczy się precyzja, poprawność gramatyczna odpowiedzi, pisownia i limit wyrazów – to tu uczniowie tracą najwięcej (sprawozdania CKE 2023–2025).
- **Strategia:** pytania o postawę autora i o znaczenie pośrednie sprawdzaj w całym akapicie, nie w jednym zdaniu. Wstawiając zdania, szukaj zaimków, łączników i odniesień do poprzedniego zdania.
- **Pułapki:** słowa z tekstu użyte w błędnej opcji, zdania nadmiarowe pasujące tematycznie, odpowiedzi „prawdziwe ogólnie”, ale niezgodne z tekstem.

Podgląd • Pierwsza Ławka

ZADANIA

Zadanie 1. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D. Tekst 1. ___ / 4 pkt

Text 1 – The lost art of being bored

Ask anyone over thirty what they did on long car journeys as a child, and the answer is likely to be: nothing. They looked out of the window, counted lorries or argued with a sibling. Boredom, once a normal part of growing up, has become something that many parents and teenagers actively avoid. A phone is never further away than a pocket, and a spare minute at a bus stop is quickly filled with videos, messages or games.

Psychologists, however, are increasingly concerned that this constant stimulation may come at a price. Dr Imelda Frayne, who has studied attention in young people for over a decade, argues that boredom is less a problem than a signal. 'When the mind has nothing to do, it begins to wander,' she explains. 'That wandering is where many of our most original ideas appear, and where we process the events of the day.' She often mentions a British study in which volunteers who had spent fifteen minutes copying telephone numbers later thought of more unusual uses for a plastic cup than those who went straight to the task.

None of this means that screens are the villain. Frayne is quick to point out that technology has opened doors that earlier generations could only dream of, and she admits to checking her own messages far too often. What worries her is not the habit itself but the absence of alternatives. 'If a teenager never experiences an empty afternoon,' she says, 'they never discover what they would choose to do with it.'

Some schools have started to respond. At a secondary school in Sheffield, students now have a 'quiet quarter-hour' after lunch, during which they may read, draw or simply sit. Initially, many found it uncomfortable; by the end of term, several asked for the break to be extended. Teachers say that afternoon lessons have become noticeably calmer. Whether this is due to the break itself or merely to the novelty of being told to do nothing, nobody can yet say for certain.

Tekst własny

1.1. 1. What point does the writer make in the first paragraph? ___ / 1 pkt

A. Phones have made long journeys easier for families.

B. People now try to avoid boredom whenever they can.

C. Children today are less patient on journeys than their parents were.

D. Older people have forgotten how they used to spend their free time.

1.2. 2. According to Dr Frayne, boredom can be useful because it ___ / 1 pkt

A. makes people more determined to find an activity.

B. forces people to put their phones away.

C. gives the mind a chance to produce original ideas and sort out experiences.

D. teaches teenagers to value their free time.

Podgląd • Pierwsza Ławka

1.3. 3. What is Dr Frayne's attitude to screens? ___ / 1 pkt

A. She believes they should be removed from schools.

B. She thinks earlier generations used technology better.

C. She is confident that her own habits are healthy.

D. She sees the real problem in a lack of other options.

1.4. 4. What does the writer suggest about the Sheffield experiment? ___ / 1 pkt

A. Its real effect is not yet clear.

B. It has proved that the break improves lessons.

C. Students disliked it throughout the term.

D. Teachers would like the break to be longer.

Zadanie 2. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D. Tekst 2. ___ / 3 pkt

Text 2 – A letter to the editor

When I told my classmates that I was planning to spend a year working before applying to university, the reactions ranged from admiration to open disbelief. 'You'll never go back,' one of them warned me. I understand the fear, but I think it misses the point.

Most of my friends are choosing degree courses on the basis of what their parents recommend or what sounds impressive. I would like to make the decision on the basis of experience, not guesswork. I have been offered a position at a small ecological charity, where I'll be doing everything from updating the website to counting birds in a nature reserve. It won't pay well, and my aunt thinks I'm being naive, but it will show me whether I really enjoy environmental work or merely like the idea of it.

Critics say that a year out interrupts the habit of studying. That may be true for some, yet I suspect that many who go straight on to university spend the first term wondering why they are there. I'd rather arrive late and sure than on time and uncertain.

Tekst własny

2.1. 5. What does the writer say about her classmates' reactions? ___ / 1 pkt

A. She is hurt by their lack of support.

B. She understands their concern but is not convinced by it.

C. She agrees that she may not return to studying.

D. She is surprised that so many of them share her plan.

2.2. 6. Why has the writer accepted the charity position? ___ / 1 pkt

A. It is a condition of getting a university place.

B. It is well paid.

C. Her aunt recommended it.

D. It will help her decide whether this field really suits her.

Podgląd • Pierwsza Ławka

Wstawianie zdań w luki

Dwa teksty, zdania nadmiarowe – 7 zadań

KARTA 2/6

Imię i nazwisko: ..... Data: ..... Wynik: ..... / 7 pkt

Zadanie 1. Przeczytaj tekst 3, z którego usunięto cztery zdania. Dopasuj brakujące zdania (a–f) do luk (1–4). Dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki. ___ / 4 pkt

Text 3 – A garden where the car park used to be

Ten years ago, the strip of land behind Hallam Road Secondary School was a car park for staff. (1) ____ Today it holds twelve raised beds, a compost heap and a small greenhouse, all looked after by students.

The project began when a biology teacher, Ms Adeyemi, noticed that many of her students had never seen vegetables growing. (2) ____ Pupils now grow tomatoes, beans and herbs, which the canteen uses in its soup on Fridays.

Critics worry that the garden takes time away from lessons and that it costs more than it saves. (3) ____ In practice, local gardeners donate most of the tools, and the club meets only at lunchtime.

What impresses visitors most is the change in attitude. Students who rarely speak in class discuss pests and watering timetables with surprising enthusiasm. (4) ____ As one pupil put it, 'It's the only place where nobody minds getting their hands dirty.'

Tekst własny

1.1. Dopasuj zdania do luk. ___ / 4 pkt

1. Luka (1)
2. Luka (2)
3. Luka (3)
4. Luka (4)

a) Some even stay behind after school to check that the plants have survived the cold nights.

b) She asked the head teacher for permission to turn the car park into a garden, and a small team of volunteers cleared it over the summer.

c) The canteen has recently changed its supplier of dairy products.

d) Few people would have guessed that it would one day become the most popular place in the school.

e) Such concerns are understandable, but they turn out to be exaggerated.

f) Several other schools in the area have introduced cookery lessons.

1 ____ 2 ____ 3 ____ 4 ____

Podgląd • Pierwsza Ławka

Wnioskowanie i znaczenia pośrednie

Nastawienie autora i intencja – 6 pytań

KARTA 5/6

Imię i nazwisko: ..... Data: ..... Wynik: ..... / 6 pkt

Zadanie 1. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D. Tekst 8. ___ / 3 pkt

Text 8 – The toaster

My grandmother's kitchen smelled of onions and burnt toast, and nobody dared tell her that the toaster had been broken since 1998. She would stand in front of it every morning, arms folded, glaring at the slices as though they had personally disappointed her. 'It just needs patience,' she would announce, scraping the black crust into the sink with the same knife she used for butter.

When my father offered to buy her a new one, she looked at him with the expression normally kept for people who suggest selling the family dog. 'This toaster,' she said slowly, 'has survived two house moves and your brother Frank. It's not going anywhere.' My father, who has never won an argument with her, retreated to the garden to examine the roses with sudden interest.

I used to find all this embarrassing, especially when friends came for tea. Now that I live three hundred miles away and eat toast that is evenly golden, I catch myself missing the smell of the burnt kind. Last week I bought a second-hand toaster at a market. It works perfectly. I've been wondering how to break it.

Tekst własny

1.1. 1. The writer describes his grandmother glaring at the slices of toast in order to suggest that she ___ / 1 pkt

A. treats a small domestic failure with comic seriousness.

B. secretly wants to throw the toaster away.

C. blames her family for the problem.

D. is annoyed with the shop that sold the bread.

1.2. 2. Why did the father go out into the garden? ___ / 1 pkt

A. He hoped his mother would change her mind if left alone.

B. He suddenly remembered that the roses needed attention.

C. He was offended by the remark about his brother.

D. He wanted to avoid an argument he knew he would lose.

1.3. 3. How does the writer feel about the burnt toast now? ___ / 1 pkt

A. Still embarrassed by the memory.

B. Nostalgic for something he used to dislike.

C. Annoyed with his father for giving in.

D. Relieved that he no longer has to smell it.

Podgląd • Pierwsza Ławka

CO JESZCZE JEST W ŚRODKU

Matura 2027 angielski PR – rozumienie tekstów pisanych – 40 zadań

Podgląd pokazał 6 z 17 stron. Pełna wersja: 17 stron A4, PDF do druku i DOCX do edycji.

- 40 zadań do rozumienia tekstów pisanych na poziomie B2 w formułach CKE: 10 nowych tekstów (artykuły, list do redakcji, opowiadanie, list formalny, ogłoszenia), wybór A–D, wstawiani
- 17 stron A4: sześć kart po kilka zadań, na końcu klucz.
- PDF do druku i DOCX do edycji.
- Wszystkie teksty, nagrania, tematy i zadania są oryginalne – nie są kopią zadań CKE, podręczników ani naszych arkuszy.
- Polecenia po polsku i punktacja jak w arkuszach CKE 2023–2026; klucz z akceptowanymi wariantami i zasadami oceniania.
- Zgodnie z podstawą programową dla liceum i technikum (Dz.U.
- 2018 poz.
- 467 w brzmieniu Dz.U.
- 2024 poz.
- 1019), wariant III.1.P / III.1.R, i informatorem CKE 2024/2025 (matura 2027).

Kup pełną wersję – plik od razu na e-mail

pierwszalawka.pl/material/matura-2027-angielski-pr-czytanie-40-zadan