

READING MATURALNY 12

FINAL READING PRACTICE

Pełny trening mieszany - poziom podstawowy + poziom rozszerzony

2 miniarkusze x 18 punktów + klucz + analiza strategii

Jak korzystać: Najpierw rozwiąż cały wybrany miniarkusz bez zaglądania do odpowiedzi. Zaznacz przy każdym zadaniu fragment tekstu, który jest Twoim dowodem. Dopiero potem sprawdź klucz i analizę.

Zakres: Materiał łączy strategie z całego działu Reading: skimming, scanning, matching, multiple choice, zadania otwarte, parafrazy, dystraktory, reference words, vocabulary in context, linking words, inference, attitude i purpose.

MINIARKUSZ A - POZIOM PODSTAWOWY

18 punktów

Wskazówka: Nie tłumacz każdego słowa. W zadaniach zamkniętych zawsze szukaj dowodu w tekście, a w otwartych odpowiadaj możliwie krótko i precyzyjnie.

Zadanie 1. Dobieranie nagłówków (4 pkt)

Przeczytaj teksty A-D. Dobierz do każdego tekstu właściwy nagłówek 1-6. Dwa nagłówki zostały podane dodatkowo.

Nagłówki

1. A hobby that unexpectedly became a job
2. A practical solution to a daily problem
3. A plan that failed because of the weather
4. A place that changed after listening to visitors
5. A cheaper option that caused more trouble
6. An activity that helped someone meet new people

Teksty

A

When Maya moved to a new town, she knew almost nobody. She joined a weekend photography walk simply because she wanted to learn how to use her new camera. The group met twice a month in different parts of the town. After only a few meetings, Maya realised that she was looking forward to the conversations as much as to taking pictures. A year later, some of the people she met there are among her closest friends.

B

A small local museum used to receive regular complaints about its long queues. Instead of increasing ticket prices or employing more staff, it introduced timed online tickets. Visitors now choose a specific entry hour before arriving. The museum says waiting times have fallen dramatically, and most guests find the new system much easier.

C

For years, the Riverside Café had the same dark interior and a menu that rarely changed. After customer surveys showed that people wanted more natural light and healthier lunch choices, the owners redesigned the space and added several new dishes. Within three months, weekday lunchtime visits had increased by almost a third.

D

Leo started making wooden shelves for his own flat because he could not find affordable ones in the size he needed. Friends began asking him to make similar pieces for them. He posted a few photos online, and orders soon followed. He still works from a small garage, but furniture-making is now his main source of income.

Odpowiedzi

1. A -> _____
2. B -> _____
3. C -> _____
4. D -> _____

Zadanie 2. Multiple choice (4 pkt)

Przeczytaj tekst i wybierz poprawną odpowiedź A, B lub C.

Last autumn, I decided to try a month without using food-delivery apps. I wasn't trying to become a brilliant cook. I simply wanted to see where my money was going. During the first week, I discovered that I had very little at home apart from pasta, cereal and coffee. That forced me to plan meals before shopping instead of buying random ingredients. The biggest surprise was not the money I saved, although there was quite a lot. It was the amount of food I stopped throwing away. I began checking the fridge before going to the supermarket and planning meals around what I already had. I still order takeaway occasionally, especially after a very busy day, but it no longer happens automatically. The experiment made me more organised rather than more enthusiastic about cooking.

5. Why did the writer begin the experiment?

- A. To learn advanced cooking skills.
- B. To understand her spending habits.
- C. To stop eating takeaway permanently.

6. What changed during the first week?

- A. The writer started planning before shopping.
- B. The writer began buying more ingredients.
- C. The writer stopped drinking coffee.

7. What surprised the writer most?

- A. How difficult meal planning was.
- B. How much less food she wasted.
- C. How quickly she learned to cook.

8. How does the writer feel about takeaway food now?

- A. She completely avoids it.
- B. She orders it only from cheaper restaurants.
- C. She still uses it, but less automatically.

Zadanie 3. Dobieranie osób do informacji (4 pkt)

Przeczytaj wypowiedzi czterech osób A-D. Dopasuj pytania 9-12 do właściwej osoby. Każdej osoby możesz użyć więcej niż raz.

A. Nadia

I like travelling with a clear plan. I book accommodation early and usually know which places I want to see each day. My friends sometimes say this removes the excitement, but I relax more when I know the important things are organised.

B. Chris

I used to stay in city-centre hotels, but now I usually choose somewhere outside the main tourist area. It is often cheaper, and I enjoy seeing normal neighbourhoods. I don't mind spending a little more time on public transport.

C. Julia

My ideal trip includes plenty of free time. I may choose one or two places I definitely want to visit, but I don't want every hour planned. Some of my favourite travel memories come from changing plans at the last minute.

D. Adam

I don't care much about the hotel as long as it is clean and safe. What matters to me is food. Before every trip I make a list of local dishes I want to try, and I often choose where to go next because of a market or restaurant someone has recommended.

9. Who accepts a longer journey in order to save money and experience local life? _____

10. Who feels more comfortable when important details are arranged in advance? _____

11. Who values flexibility more than a detailed schedule? _____

12. Who chooses travel experiences mainly around eating? _____

Zadanie 4. Pytania otwarte (3 pkt)

Przeczytaj tekst i odpowiedz krótko po angielsku.

When Sam started university, he travelled there by car every day. Parking was expensive, but he thought driving would save time. After a few weeks, roadworks near the campus made the morning journey unpredictable, and Sam was often late. He decided to try the train for one week. The journey itself took slightly longer, but he could read or answer messages on the way and no longer had to search for parking. At the end of the week, he sold his university parking permit and bought a monthly train pass.

13. Why did driving to university become a problem for Sam?

14. What advantage did travelling by train give him during the journey?

15. What did Sam do after the one-week trial?

Zadanie 5. Uzupełnianie streszczenia (3 pkt)

Uzupełnij każdą lukę jednym wyrazem lub krótką frazą na podstawie tekstu.

A neighbourhood library noticed that teenagers rarely used the building after school. Staff first assumed that young people preferred digital entertainment. After speaking to local students, however, they discovered a different problem: the library had nowhere comfortable for groups to work together. The staff moved several shelves, added large tables and allowed quiet group discussion in one section. Within two months, the number of teenage visitors in the afternoon had more than doubled.

The library originally believed teenagers stayed away because they preferred (16) _____ entertainment.

Conversations with students showed that the real problem was the lack of a suitable place for (17) _____.

After the library changed the space, afternoon attendance among teenagers (18) _____ significantly.

KLUCZ - MINIARKUSZ A

Poziom podstawowy

Odpowiedzi

1. 6

Maya dołączyła dla fotografii, ale najważniejszym efektem było poznanie ludzi.

2. 2

Timed tickets rozwiązują konkretny problem codzienny: kolejki.

3. 4

Café zmieniło się po informacji zwrotnej od klientów.

4. 1

Hobby zaczęło przynosić zamówienia i stało się głównym źródłem dochodu.

5. B

Cel: sprawdzić, gdzie znikają pieniądze.

6. A

Zaczęła planować posiłki przed zakupami.

7. B

Największym zaskoczeniem było ograniczenie marnowania jedzenia.

8. C

Nadal czasem zamawia, ale już nie automatycznie.

9. B

Tańsza lokalizacja poza centrum + dłuższy transport.

10. A

Planowanie z wyprzedzeniem daje Nadii spokój.

11. C

Julia chce zostawić miejsce na spontaniczne zmiany.

12. D

Adam podporządkowuje podróże lokalnemu jedzeniu.

13. Roadworks made the journey unpredictable and he was often late.

WHY - podajemy przyczynę.

14. He could read or answer messages on the train.

Konkretny benefit podczas podróży.

15. He bought a monthly train pass / gave up his parking permit.

Obie informacje pokazują decyzję po próbie.

16. digital

Parafraza bez zmian.

17. group work / working together

Z tekstu: nowhere comfortable for groups to work together.

18. increased / more than doubled

Wzrost liczby odwiedzających.

Jak policzyć wynik?

- 16-18 pkt - bardzo dobra kontrola strategii Reading.
- 13-15 pkt - dobry poziom, ale przeanalizuj typy błędów.
- 9-12 pkt - wróć do parafraz, dystraktorów i scanningu.
- 0-8 pkt - rozwiązuj zadania wolniej i zawsze zaznaczaj dowód w tekście.

MINIARKUSZ B - POZIOM ROZSZERZONY

18 punktów

Wskazówka: Na rozszerzeniu częściej liczy się informacja pośrednia, ton autora, funkcja przykładu i precyzyjne rozumienie spójności tekstu. Nie wybieraj odpowiedzi tylko dlatego, że powtarza słowo z tekstu.

Zadanie 1. Dobieranie wypowiedzi do stwierdzeń (4 pkt)

Przeczytaj cztery krótkie wypowiedzi A-D o pracy zdalnej. Dopasuj stwierdzenia 1-4 do właściwej osoby.

A

At first I loved not commuting, but after several months I noticed that I was starting work earlier and finishing later. The flexibility was real, yet I was using it badly. What helped was creating a fixed end-of-day routine: I shut the laptop, put it away and go outside for ten minutes.

B

Remote work suits me because most of my job involves writing and analysing data. Meetings are useful, but not every conversation needs to become one. I actually communicate more carefully now because I have to decide what information belongs in a message, a document or a call.

C

I manage a small team and I don't think one system works for everyone. Some people need quiet to concentrate; others get energy from colleagues. We agree on a few days when everyone is available, but beyond that I prefer to judge people by results rather than by where they sit.

D

My biggest problem isn't productivity. It's learning. When I worked in an office, I constantly overheard experienced colleagues discussing problems and explaining decisions. Online, those small moments rarely happen by accident, so younger staff need much more deliberate support.

1. Who thinks remote work can reduce opportunities for informal professional development? _____
2. Who had to introduce a personal boundary to stop work taking over private time? _____
3. Who believes location matters less than performance? _____
4. Who says remote work has made communication more intentional? _____

Zadanie 2. Multiple choice - tekst dłuższy (4 pkt)

Przeczytaj tekst i wybierz poprawną odpowiedź A, B, C lub D.

A few years ago, the idea of repairing household objects seemed to be disappearing. When a toaster or lamp stopped working, many people simply replaced it. Part of the reason was economic: new products were often cheap, while professional repairs could cost almost as much as a replacement. But another factor was cultural. Modern devices frequently looked closed and inaccessible, giving owners the impression that opening them was something only specialists should attempt.

Recently, repair cafés have begun to challenge that attitude. These are community events where volunteers help visitors diagnose and, when possible, fix broken items. The aim is not to turn everyone into an engineer. In fact, organisers repeatedly warn participants not to attempt unsafe electrical work at home. What they want to restore is a sense that objects are understandable rather than mysterious.

The environmental argument is obvious: repairing an item can keep it out of landfill and reduce demand for new materials. Yet many organisers say this is not the only reason people return. A repair can become a social event. Someone arrives with a broken radio, sits beside a stranger repairing a bicycle light, and leaves having learned something about both electronics and the person at the next table.

There are limits. Some products are difficult to open without damaging them, and replacement parts may be unavailable. Campaigners therefore argue for 'right to repair' rules requiring manufacturers to provide parts, instructions and reasonable access to diagnostic tools. Critics respond that poorly performed repairs can create safety problems and that companies should not be forced to support products indefinitely.

The most interesting effect of the movement may be psychological. A successful repair does more than save money. It changes the owner's relationship with the object. Instead of seeing technology as disposable and unknowable, people begin to ask how things work and whether failure really has to mean replacement.

5. According to paragraph 1, why did people often replace broken objects?

- A. They had become less interested in technology.
- B. Repair could seem uneconomical and devices seemed difficult to access.
- C. Professional repair services had almost disappeared.
- D. New devices were always more reliable than repaired ones.

6. What is one main purpose of repair cafés?

- A. To train visitors to carry out every repair independently.
- B. To replace professional repair businesses.
- C. To make technology feel less inaccessible.
- D. To persuade people to stop buying electrical devices.

7. Why does the writer mention a radio and a bicycle light?

- A. To show that visitors usually repair several items at once.
- B. To illustrate the social side of repair events.
- C. To compare easy and difficult repairs.
- D. To criticise the lack of spare parts.

8. What attitude does the writer express in the final paragraph?

- A. Cautious interest in a change in how people think about possessions.
- B. Strong confidence that repair will solve environmental problems.
- C. Doubt that ordinary people can understand technology.
- D. Concern that repaired products are unsafe.

Zadanie 3. Dobieranie zdań do luk (4 pkt)

Wstaw zdania A-F w luki 9-12. Dwa zdania zostały podane dodatkowo.

Zdania

- A. That difference matters because people tend to underestimate how much time these small interruptions consume.
- B. For some users, however, the most important feature is not speed but silence.
- C. The result is that many people respond before deciding whether a response is actually necessary.
- D. This is one reason some companies now experiment with meeting-free periods during the working week.
- E. Such tools are useful only when every employee uses exactly the same system.
- F. Yet removing every interruption is neither realistic nor necessarily desirable.

Tekst

Modern office work is full of notifications: messages, emails, calendar reminders and updates from shared documents. Each interruption may take only a few seconds, but returning to a difficult task can take much longer. (9)

One response has been to switch off notifications for part of the day. This can make concentrated work easier, especially when a task requires complex thinking. (10) _____ A colleague may genuinely need urgent information, and collaboration sometimes depends on quick responses.

The problem, then, is not communication itself but the expectation of constant availability. When every message feels urgent, workers stop distinguishing between what needs attention now and what can wait. (11) _____

Some teams address this by creating shared rules: urgent issues go through one channel, while routine questions can wait. Others protect specific blocks of time for focused work. (12) _____ The goal is not to eliminate communication but to make its timing more intentional.

- 9. _____
- 10. _____
- 11. _____
- 12. _____

Zadanie 4. Vocabulary in context, reference & inference (3 pkt)

When a small theatre announced that audience members under 25 could buy unsold tickets for £5 an hour before a performance, managers expected a modest increase in younger visitors. Instead, the offer rapidly developed a following online. Some performances that previously had empty seats began attracting queues. This did not increase income from those seats very much, but it changed the atmosphere in the building and introduced new audiences to productions they might never have considered at full price.

- 13. What does 'This' refer to in the final sentence?
 - A. The theatre announcing the offer.
 - B. Young people buying discounted unsold tickets.
 - C. Productions being offered at full price.
- 14. The phrase 'developed a following' most nearly means:
 - A. became popular with a group of people
 - B. was copied by other theatres
 - C. became difficult to manage
- 15. What can be inferred about the theatre's original expectation?
 - A. The managers underestimated the popularity of the offer.
 - B. The managers expected to make large profits from it.
 - C. The managers believed young people disliked theatre.

Zadanie 5. Zadania otwarte - precyzyjna parafraza (3 pkt)

A university study followed students who wrote short summaries of lectures by hand and students who typed almost everything they heard. The laptop group produced more complete notes, but the handwritten group performed better on questions requiring explanation and comparison. Researchers suggest that writing by hand forced students to select and reorganise information instead of copying it word for word. They stress, however, that the result does not prove laptops are always worse: digital notes can be very effective when students summarise rather than transcribe.

- 16. Which group produced more detailed notes?
- 17. Why may handwriting have helped students understand the lecture better?
- 18. What limitation of the study do the researchers point out?

KLUCZ - MINIARKUSZ B

Poziom rozszerzony

1. D

Nieformalne uczenie się przez obserwowanie bardziej doświadczonych osób.

2. A

Stała rutyna kończąca dzień pracy tworzy granicę.

3. C

Ocena po rezultatach, nie po miejscu pracy.

4. B

Komunikacja stała się bardziej świadoma i celowa.

5. B

Tekst wskazuje oba czynniki: koszt naprawy i wrażenie niedostępności urządzeń.

6. C

Celem jest przywrócenie poczucia, że przedmioty są zrozumiałe.

7. B

Radio i lampka rowerowa ilustrują spotkanie różnych ludzi przy wspólnej aktywności.

8. A

Autor jest zainteresowany zmianą psychologiczną, ale nie twierdzi, że naprawy rozwiązują wszystko.

9. A

Such interruptions odnosi się do drobnych powiadomień; zdanie rozwija koszt przełączania uwagi.

10. F

Pozytywna strona wyciszania powiadomień zostaje ograniczona kontrastem: nie każda przerwa jest zła.

11. C

Zdanie rozwija problem ciągłego poczucia pilności.

12. D

Meeting-free periods są konkretnym przykładem chronienia czasu na skupienie.

13. B

This odnosi się do wykorzystania tanich, niesprzedanych biletów przez młodych widzów.

14. A

Develop a following = zdobyć grupę regularnych sympatyków.

15. A

Oczekiwali modest increase, a oferta rapidly developed a following.

16. The students who typed their notes / the laptop group.

Pytanie WHO/WHICH GROUP.

17. Because they had to select and reorganise information instead of copying it.

To mechanizm wskazany przez badaczy.

18. The study does not show that laptops are always worse; summarised digital notes can also be effective.

Wymagana jest ostrożność w interpretacji wyniku.

Jak analizować błędy?

- Błąd w 1-4 -> wróć do matching i szukania unikalnych informacji.
- Błąd w 5-8 -> przeanalizuj dystraktory, attitude i purpose.
- Błąd w 9-12 -> wróć do linking words, reference words i spójności tekstu.
- Błąd w 13-15 -> ćwicz vocabulary in context i inference.
- Błąd w 16-18 -> skracaj odpowiedzi otwarte do jednej precyzyjnej informacji.

FINALNA CHECKLISTA READING

Co robić na egzaminie

1. Przed czytaniem

- Przeczytaj polecenie.
- Zobacz, czego wymaga zadanie: main idea, detail, inference, matching, open answer?
- Zaznacz słowa kluczowe w pytaniach.

2. Podczas czytania

- Skimming: ustal główny sens.
- Scanning: znajdź właściwy fragment.
- Czytaj dokładnie 1-2 zdania wokół znalezionej informacji.
- Szukaj parafrazy, nie identycznych słów.
- Traktuj however, therefore, despite, eventually itd. jak znaki drogowe.

3. Przy odpowiedziach zamkniętych

- Sprawdź całą odpowiedź, nie jedno pasujące słowo.
- Odrzuć odpowiedzi zbyt mocne: always, never, all, completely.
- Uważaj na pomyloną osobę, czas, przyczynę i skutek.
- Zawsze znajdź dowód w tekście.

4. Przy odpowiedziach otwartych

- Odpowiedz dokładnie na WHY / HOW / WHAT / WHEN.
- Nie przepisz całego zdania, jeśli wystarczy krótka fraza.
- Nie dodawaj wiedzy spoza tekstu.
- Sprawdź, czy odpowiedź jest komunikatywna.

5. Najważniejszy schemat

READING: PYTANIE -> LOKALIZACJA -> PARAFRAZA -> DOWÓD -> ODPOWIEDŹ

Co dalej?

Tym materiałem zamykamy teorię i trening strategiczny działu Reading. Kolejnym osobnym działem strony może być Listening, a do Readingu warto później dodawać już tylko kolejne zestawy praktyczne, nie nowe artykuły teoretyczne.