CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

WYPEŁNIA ZDAJĄCY

KOD | | | |

PESEL | | | | | | | | | | | |

Miejsce na naklejkę.
Sprawdź, czy kod na naklejce to **M-100**.
Jeżeli tak – przyklej naklejkę.
Jeżeli nie – zgłoś to nauczycielowi.

Egzamin maturalny ***Formuła 2023***

JĘZYK ANGIELSKI

Poziom podstawowy

Symbol arkusza
MJAP-P0-**100**-2508

DATA: **19 sierpnia 2025 r.**

GODZINA ROZPOCZĘCIA: **9:00**

CZAS TRWANIA: **120 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **60**

Przed rozpoczęciem pracy z arkuszem egzaminacyjnym

1. Sprawdź, czy nauczyciel przekazał Ci **właściwy arkusz egzaminacyjny**, tj. arkusz we **właściwej formule**, z **właściwego przedmiotu** na **właściwym poziomie**.
2. Jeżeli przekazano Ci **niewłaściwy** arkusz – natychmiast zgłoś to nauczycielowi. Nie rozrywaj banderol.
3. Jeżeli przekazano Ci **właściwy** arkusz – rozerwij banderole po otrzymaniu takiego polecenia od nauczyciela. Zapoznaj się z instrukcją na stronie 2.

Układ graficzny
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Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 21 stron (zadania 1–12). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Na pierwszej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej 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 rozwiązania 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. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z talentem. Do każdej wypowiedzi (1.1.–1.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.
<u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

A. expresses his/her thanks to someone.
B. explains how he/she won a talent show.
C. criticizes a certain aspect of talent shows.
D. is going to announce the winner of a prize.
E. describes how he/she organized a talent show.
F. encourages people to take part in a talent show.

1.1.	1.2.	1.3.	1.4.	1.5.

Zadanie 2. (0–6)

Usłyszysz dwukrotnie trzy teksty. W zadaniach 2.1.–2.6. z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1. (do zadania 2.1.)

2.1. The speaker mentions

A. where the real White House is located.
B. how much the real White House is worth.
C. why the copy of the White House is for sale.

Tekst 2. (do zadań 2.2.–2.3.)

2.2. Sue suggests

A. when the quiz should take place.
B. how many students should be in each team.
C. how much the organizers should charge for entrance.

2.3. According to Sue, the questions should be prepared by

A. the head teacher.
B. Mark and herself.
C. other students.

Tekst 3. (do zadań 2.4.–2.6.)

2.4. What's the woman's profession?

A. home decoration consultant
B. modern furniture designer
C. home accessories seller

2.5. According to the woman, which problem is <u>the hardest</u> to deal with?

A. paint stains and oily spots
B. damage on the underside
C. bad smells

2.6. In the final part of the conversation, the woman

A. suggests ways to stay safe when buying used furniture.
B. complains about her visit to a used furniture seller.
C. warns against buying used furniture online.

Zadanie 3. (0–4)

Usłyszysz dwukrotnie rozmowę na temat zakupu pewnych gadżetów. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

ORDER FORM

Quantity: 12

Product: 3.1. _____

Colour: 3.2. _____

with red team logo

Size code: 3.3. _____

Price:

£96 for the products ordered
£20 for **3.4.** _____

THANK YOU

PRZENIEŚ ROZWIĄZANIA ZADAŃ 1. ORAZ 2. 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. A WIDE RANGE OF PLACES WHERE YOU CAN EAT
B. RESTAURANT ONLY FOR VEGETARIANS
C. ENTERTAINMENT OPTIONS FOR ALL AGES
D. A THEME PARK IN THE BIRTHPLACE OF ITALIAN CULINARY TRADITIONS
E. LEARNING HOW TO GROW HEALTHY CROPS
F. EASILY AVAILABLE HEALTHY FOOD PRODUCTS

WELCOME TO “FICO EATALY WORLD”

4.1.	

Who doesn’t like pizza, pasta, gelato, and espresso? The Italians are so proud of their cuisine that they have built a special theme park for food lovers, which is called “FICO Eataly World”. It is located in the old city of Bologna. Known as Italy’s gastronomic capital, Bologna is the place where such famous dishes as Bolognese sauce and tortellini were created for the first time, so it’s a perfect location for the theme park.

4.2.	

There are so many types of food on offer that everybody will be satisfied. The theme park has a total of 45 different restaurants, some of which have Michelin-starred chefs. Everyone can easily find a restaurant that will suit their tastes and budget. Most also have menus developed specially for children. Fans of vegetarian food will be delighted with the options they are offered, too.

4.3.	

“FICO Eataly World” not only serves food to its visitors, but it also grows its own food. Within the theme park there are four acres of fields on which traditional crops from various regions of Italy are grown without the use of any chemicals. After the crops are picked, they are used to make food in the park’s restaurants. As a result, visitors can enjoy delicious, environmentally-friendly, fresh ingredients in their meals.

4.4.	

“FICO Eataly World” is all about great food and fun for young and old alike. It’s an ideal spot for family visits because after everyone has enjoyed a superb lunch, the adults can relax on deckchairs, or visit souvenir shops, while the younger family members can enjoy the House of Bubbles, play mini-golf and go on fantastic rides. It’s a win-win situation, with everyone having a full stomach and a great time.

Na podstawie: www.thetravel.com, www.afoodieworld.com

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–7)

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

Tekst A

LEVEL 1

This complete five-day introduction to rock climbing turns first-timers into intermediate-level climbers.

Join our five-day adventure in the spectacular setting of the Colorado mountains!

On the first day you will learn techniques to climb safely and do your first climb outside. Then we will show you how to improve your footwork and you can try different climbing styles. On the fifth day you will bring all your skills together on a long route.

If the five-day course is too long for you, we recommend taking our one-day intro course or the half-day fun course in one of our local settings.

Na podstawie: www.coloradomountainschool.com

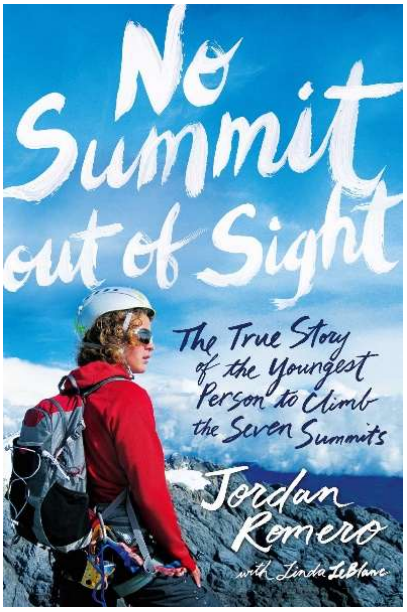
Tekst B

Tips from an experienced climbing instructor

- **Use Lots of Chalk**
  When you're climbing, you need to use chalk in order to keep your hands as dry as possible. This helps you hang onto the climbing wall and protects the skin on your hands.
- **Take Breaks**
  5-minute breaks between climbs are recommended so that you don't get tired too quickly.
- **Watch Others**
  Climbing is a lot like solving puzzles. Sometimes you just need to find the right moves to get up the wall. When you're resting, watch other climbers to learn the different ways people climb the same route.

Na podstawie: www.localadventurer.com

Tekst C



It was the first day of fourth grade when I told my dad I had decided to climb the highest mountain on each of the seven continents: the Seven Summits.

I was nine, and all summer long between third and fourth grade I'd been thinking about a mural on the wall of my elementary school which showed each of the Seven Summits. Other kids didn't seem to notice it, but I often stopped and stared, amazed by those mountains. What would it be like to stand on their tops? I wanted to find out.

When I get interested in something, I become a fanatic and learn everything I can about it. When I was younger, I had learned everything about dinosaurs. Now I couldn't stop thinking about those mountains.

Na podstawie: Jordan Romero, Linda LeBlanc, *No Summit out of Sight,* New York 2014,
Źródło: www.amazon.com

Tekst D

WHAT YOUR COURSE INSTRUCTOR WON'T TELL YOU ABOUT ROCK CLIMBING

Apart from its many benefits, rock climbing changes your body in a number of interesting ways, not all of them positive. I'll list some of the things I have experienced.

- The skin on my fingers is so hard that a nurse broke several needles trying to get a blood sample.
- You can forget about being a model. My skin looks like a topographical map of scars.
- Buying shirts is a pain. Your chest and shoulders will be too large for medium size, your waist will be too small for large. Do you want to buy a long-sleeved shirt? Mission impossible – my forearms are almost as big as my biceps.

Na podstawie: www.quora.com

Przeczytaj zdania 5.1.–5.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.
<u>Uwaga:</u> jeden tekst nie pasuje do żadnego zdania.

5.1.	This text is an advertisement for a climbing course.	
5.2.	The author of the text focuses on some unwanted results of rock climbing.	
5.3.	The text describes how someone's passion for climbing was born.	

PRZENIEŚ ROZWIĄZANIA ZADAŃ <u>OD 5.1. DO 5.3.</u> NA KARTĘ ODPOWIEDZI!

Przeczytaj wiadomość, którą Tom wysłał 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 cztery</u> wyrazy

Hi John,

I've just read a story about a boy whose dream was to **5.4.** _____ _____ on all the continents. The boy got inspired by a mural on one of the walls in his school. I was really drawn into his story, so I started reading a lot about climbing.

Just recently I found out that chalk is very important for keeping your hands dry. I also read that climbing is sometimes compared to **5.5.** _____ as you have to think about every next move you are going to make.

I was surprised to learn that rock climbing also has some disadvantages. For example, the proportions of your body change so it is difficult to find clothes that fit. Another thing is the skin on your fingers – it won't be **5.6.** _____ anymore. And you can get lots of scars on your skin. But I really don't mind it and I definitely want to go climbing. I've already found a great school where we can learn rock climbing.

I think we need more than one day to learn something new, so **5.7.** _____ is the best option for us. I think it would be great to climb outdoors! Can I count you in?

Cheers,

Tom

Zadanie 6. (0–5)

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

THE WORST GAME EVER

In the early 1980s, a company called Atari controlled 80% of the video game market. It was the king of the game industry, and Howard Warshaw had been the company's top game designer for quite some time. In 1982, Steven Spielberg chose him to make a game based on the film *Raiders of the Lost Ark*, which was one of the first video game adaptations of a movie. As the game was a big hit, the film director asked Warshaw to work on another one, based on his next film, *E.T*. Unfortunately, the negotiations between Spielberg and Atari took longer than expected.

Atari needed to have the game ready for the Christmas shopping season, so Warshaw had to finish it in September. The problem was that Spielberg and Atari made their deal in July of that year. *Raiders of the Lost Ark* had taken 10 months to develop, but Warshaw only had five weeks to make the *E.T.* game. However, he was excited by the challenge. He worked on the game practically round the clock in his large house, which was equipped with a powerful computer system. "Friends were giving me food and checking that I was OK, and I tried to get some sleep whenever I could. It was the hardest five weeks I have ever experienced," he said.

Thanks to this enormous effort, Warshaw finished the game on time. Spielberg played it and approved. The game hit the shops, and it sold well at first. But people soon began complaining about its confusing gameplay system and its tendency to freeze. Shops started returning copies. In the end, the game only sold 2.5 million copies and Atari decided to bury all the unsold copies in the desert in Alamogordo, New Mexico. Although the company tried to keep the operation quiet, it was reported by *The New York Times*. However, without the internet to keep it alive, the story was forgotten. That is, until 2014, when the filmmakers of the *Atari: Game Over* documentary found out about the site and decided to check if the story was true.

It was difficult to get permission from the city authorities to search the desert area. They finally agreed but ordered the film crew to complete their search in one day. As a result, only 1,300 copies, out of approximately 700,000 buried there, were found. It turned out that the copies included other games apart from *E.T*. The city decided to sell 900 of them, give the filmmakers a hundred and donate the rest to various museums.

The *E.T*. game is among the factors blamed for Atari's later business difficulties. Warshaw says he does not mind his product being criticized. "It may be a horrible game, but after so many years, it's a great honour that it still generates public discussion," he said. However, he believes it was Atari's fault that the negotiations took so long, and he was left with just five weeks to design, write and test what he says was "the worst game ever".

Na podstawie: www.ranker.com, www.nypost.com, www.theguardian.com

6.1. Steven Spielberg wanted Warshaw to design the *E.T.* game because

A. Warshaw had already designed two games for Spielberg.
B. Warshaw had taken part in the negotiations with Atari.
C. Warshaw was a new game designer with fresh ideas.
D. Warshaw's previous game had been a success.

6.2. What made Warshaw's work on the *E.T.* game a challenge?

A. frequent visits from Atari managers
B. limited working space at home
C. a technological problem
D. a short period of time

6.3. The *E.T.* game that Warshaw designed

A. was not ready for Christmas.
B. was not checked by Spielberg.
C. turned out to be disappointing.
D. attracted little attention at first.

6.4. The city authorities of Alamogordo

A. allowed the filmmakers to explore its desert for one day.
B. let the filmmakers keep most of the copies.
C. decided to sell all the games discovered.
D. planned to open a museum of games.

6.5. In the last paragraph, the author

A. expresses his opinion about Warshaw's game design.
B. explains why Warshaw's game is still popular.
C. describes how Warshaw's career developed.
D. reports how Warshaw feels about the game.

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.
<u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

A TOWER BRIDGE HERO

Tower Bridge in London is a bridge which opens up to let boats pass through. When the bridge is up, it is closed to road traffic. Over its 125-year history, Tower Bridge has been the scene of a number of unusual incidents. **7.1.** _____ At that time, there was a watchman on the bridge who had to ring a special bell and close the gates to road traffic before Tower Bridge opened for boats. However, on 30th December 1952, the watchman forgot to perform his usual duties, and, as a result, the driver of a double-decker bus, Albert Gunter, had a really scary experience. **7.2.** _____ He realized that the bridge was opening, and he wouldn't be able to stop the bus in time. The driver had no other choice but to speed up and try to reach the other side. **7.3.** _____. It landed with a crashing sound but didn't overturn. Fortunately, the bus wasn't badly damaged and no one was seriously injured. After the incident, the bus driver became very popular among Londoners because, thanks to his skill, he had stopped the bus from overturning or falling into the river. **7.4.** _____ Articles in the newspapers suggested that this was not enough. The headlines called him the *Modern Tower Bridge Hero*, and Albert Gunter became known and admired throughout the United Kingdom.

Na podstawie: www.towerbridge.org.uk
Źródło: www.towerbridge.org.uk

A. And finally, the hero managed to get safely onto the Tower Bridge.
B. The bus jumped over the widening gap in the centre of the bridge.
C. The most well-known of these happened in the middle of the 20th century.
D. For his act of bravery, he received a day off work and an extra day's pay.
E. While he was driving over the bridge, he noticed that the road in front of him was moving upwards.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–3)

Uzupełnij poniższe minidialogi (8.1.–8.3.). Wybierz spośród podanych opcji brakującą wypowiedź, tak aby otrzymać spójny i logiczny tekst. Zakreśl jedną z liter: A, B albo C.

8.1.

X: Look, isn't this dress lovely? I think I'll get it.

Y: _____

X: Well, in fact it doesn't. It's just under £20.

A. It's good value for money!
B. It must cost a fortune!
C. You have to buy it.

8.2.

X: _____

Y: Sure, I'll have a Caesar salad and French fries.

A. Can I ask you for a favour?
B. Can I suggest a dessert?
C. Can I take your order?

8.3.

X: Hi, I haven't seen you for ages.

Y: _____

X: That's great! Where have you been to?

A. I've been travelling a lot.
B. I've got a job at the local supermarket.
C. I've moved house recently.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–4)

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. To be honest, I (*nie mam ochoty*) _____ watching this sitcom.

A. don't feel like
B. don't need
C. don't mind

9.2. I am going on holiday to Crete and (*z niecierpliwością czekam*) _____ exploring the island.

A. I am looking into
B. I am looking out for
C. I am looking forward to

9.3. (*W drodze*) _____ to school I was listening to music on my smartphone.

A. In my way
B. By my way
C. On my way

9.4. Where do you want (*abym zostawił*) _____ those boxes?

A. that I leave
B. me to leave
C. me that I leave

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 10. (0–3)

W zadaniach 10.1.–10.3. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

10.1. _____

- The documentary shows us _____ different birds build nests.
- Hi, Mark! Good to see you! _____ about going for lunch together?

10.2. _____

- The young runner managed to _____ the world record at the 2016 Olympics.
- According to the magazine, the celebrity couple are going to _____ up after two years of dating.

10.3. _____

- Last Monday I got a _____ from my friend in Scotland.
- What is the last _____ of the Polish alphabet?

Zadanie 11. (0–3)

Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (11.1.–11.3.). Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. W każdą lukę można wpisać maksymalnie trzy wyrazy.

11.1. I have never seen such a good comedy.

This is _____ I have ever seen.

11.2. I got tired of cleaning up all the mess in my room.

Cleaning up all the mess in my room _____ for me.

11.3. The teacher informed all the students about the safety procedures.

All the students _____ about

the safety procedures by the teacher.

Zadanie 12. (0–12)

Byłeś/byłaś niedawno na koncercie swojego ulubionego zespołu. W e-mailu do kolegi z Londynu:

- **wyjaśnij, skąd dowiedziałeś/dowiedziałaś się o tym koncercie**
- **opisz, co zrobiło na Tobie największe wrażenie w trakcie koncertu**
- **napisz, jak reagowała publiczność na występ zespołu**
- **zaproś znajomego do Polski i obiecaj mu, że pójdziecie na podobny koncert.**

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

Dear Ben,
A week ago I had a great time at the concert of my favourite band.

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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
Formuła 2023

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