OPERON
Edukacja jest podróżą

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

WYPEŁNIA ZDAJĄCY

KOD | | | |

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

Egzamin maturalny *Formuła 2023*

JĘZYK ANGIELSKI

Poziom rozszerzony

Próbna Matura z Operonem 2026/2027

DATA: **19 listopada 2026 r.**

CZAS TRWANIA: **150 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **60**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 14 stron (zadania 1.–10.). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Na pierwszej stronie arkusza oraz na karcie odpowiedzi wpisz swój numer PESEL i kod.
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 w nagłówku zadania oznacza, że rozwiązanie zadania zamkniętego musisz przenieść na kartę odpowiedzi.
8. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem (■) i zaznacz właściwe.
9. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
10. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

Arkusz opracowany przez Wydawnictwo Pedagogiczne OPERON.
Kopiowanie w całości lub we fragmentach bez zgody wydawcy zabronione.

1.
0–1–2
3–4
5–6

Zadanie 1. (0–6)

Usłyszysz dwukrotnie trzy 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.

1.1. What does the woman think about the competition?

A. She is surprised that the competition attracts tourists from all over the world.
B. She believes the competition is too dangerous to participate in.
C. She believes the competition is becoming too popular.

Tekst 2.

1.2. What is suggested about the house?

A. It would suit people who enjoy inviting guests to their home.
B. It is designed mainly for people who prefer traditional interiors.
C. It may require further renovation in some parts of the building.

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

Tekst 3. (do zadań 1.3.–1.6.)

1.3. What is the reason why digital detoxes are becoming more and more popular?

A. People are becoming increasingly interested in using social media less.
B. Some people believe that online communication is becoming less necessary.
C. Many internet users are trying to limit the amount of information they share online.
D. More people are becoming concerned about the effects of spending too much time online.

1.4. Why did Amanda decide to change her digital habits?

A. She wanted to improve her relationship with friends and family.
B. She realised she was spending too much time online.
C. She wanted to separate her free time from work more clearly.
D. She was willing to work more effectively.

1.5. What happened after Amanda turned off most notifications?

A. She found it easier to focus.
B. She stopped using social media completely.
C. She found using her phone less stressful.
D. She became less dependent on technology immediately.

1.6. How does Amanda feel about digital detoxes now?

A. She believes that longer digital detoxes are needed to produce lasting results.
B. She thinks their main benefit is that people spend less time on social media.
C. She thinks they are most effective when they last at least a week.
D. She thinks they can lead to a healthier relationship with technology.

Zadanie 2. (0–5)

2.
0–1–2
3–4–5

Usłyszysz dwukrotnie pięć wypowiedzi na temat różnych sposobów organizacji pracy. 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.

A. This person appreciates flexible working conditions despite some disadvantages.
B. This person feels his/her employer focuses too much on supervising staff.
C. This person believes a change in their working schedule improved his/her free time.
D. This person feels overwhelmed because their responsibilities have not really changed.
E. This person works better after changing their working environment.
F. This person finds that working from home helps him/her concentrate better.

2.1.	2.2.	2.3.	2.4.	2.5.

Zadanie 3. (0–4)

3.
0–1–2
3–4

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

3.1. The condition of an elephant's tusks can reveal _____ _____.

3.2. The elephant's trunk combines enough strength to move heavy objects with the precision needed to _____.

3.3. Placing beehives around fields makes elephants less likely to _____ _____ and damage the crops.

3.4. Mud and sand can act as a form of _____ for elephants' skin.

PRZENIEŚ ROZWIĄZANIA ZADAŃ 1. ORAZ 2. NA KARTĘ ODPOWIEDZI!

4.
0–1–2
3–4–5

Zadanie 4. (0–5)

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1.–4.5.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.

Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph (A–D) does the author mention

4.1.	countries where wealthy people are particularly common?	
4.2.	individuals who overcame serious economic challenges before becoming rich?	
4.3.	details concerning the earliest known uses of the word millionaire?	
4.4.	people who managed to acquire enormous wealth relatively early in life?	
4.5.	examples of how family circumstances do not always determine future wealth?	

MILLIONAIRES AND BILLIONAIRES

A. Even though a large part of the world's population still struggles financially, the number of extremely wealthy people continues to increase. The term millionaire has its origins in French. It was used by the poet Byron in a letter in 1816 while in the United States it appeared in 1843 newspaper article about the death of a successful tobacco businessman. Nowadays, the term is recognised internationally and is often connected with status, achievement and an expensive lifestyle.

B. According to the 2013 World Wealth Report, around 12 million people worldwide possessed wealth worth more than one million US dollars. The largest numbers of such individuals were found in countries including the United States, Germany, China and Japan. However, these figures do not necessarily show where wealthy people are most noticeable in society. When population size is taken into consideration, countries such as Qatar, Kuwait and Switzerland rank much higher because millionaires make up a particularly significant proportion of their inhabitants.

C. People whose wealth reaches billions rather than millions are naturally far less common. A 2014 report estimated that there were just over 2,300 billionaires globally, with people from countries across Europe, Asia and North America appearing on the list. Those who achieve such financial success at an unusually early age are even rarer. Forbes magazine reported that in 2014 only 31 billionaires in the world were younger than 40. Among them was a Chinese businesswoman who became rich through a company originally created by her father while she was still in her twenties. The list also included one of the co-founders of Facebook, who had not yet turned 30 at the time.

D. Many people assume that those born into poverty have little chance of becoming extremely wealthy. However, available evidence suggests that financial success is not entirely dependent on family background. Around one fifth of millionaires were raised in households with very limited income. Stories of people improving their financial position can be found in many countries, from India to the United States. Some well-known American business figures experienced serious financial difficulties earlier in life. One of them was raised by a young mother employed as a servant, while another spent time sleeping in his car as he attempted to build his cosmetics company.

Na podstawie: Cambridge English (dostęp: 9.09.2026).

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–5)

5.
0–1–2
3–4–5

Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w każdą lukę (5.1.–5.5.) literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

THE POWER OF LAUGHTER

For 25 years, World Laughter Day has been celebrated around the world. **5.1.** ___ . These gatherings now take place in many different countries, bringing together people of different ages who share an interest in the positive effects of laughter.

The event was inspired by laughter yoga, created by Dr Madan Kataria in India. Unlike traditional comedy, laughter yoga does not rely on jokes or amusing stories. **5.2.** ___ According to Dr Kataria, the body reacts similarly to both real and artificial laughter, meaning that even forced laughter may have positive physical and emotional effects. Supporters of laughter yoga claim that regular sessions can reduce stress and improve mood.

Scientists have also taken an interest in these possible benefits. Deep laughter relaxes muscles and increases oxygen flow throughout the body. **5.3.** ___ More recent research has examined laughter in different groups. A 2024 review looked at ten studies involving nurses and nursing students, who often face considerable pressure in their work or training. **5.4.** ___ . For this reason, they argued that further studies were needed before firm conclusions could be drawn.

Today, laughter clubs still attract people from a variety of backgrounds. Their appeal may go beyond the possible health benefits. Researchers point out that laughing together can strengthen relationships and create a stronger sense of connection between people. Modern lifestyles continue to change, and the amount of time people spend online has increased significantly over the last decade. **5.5.** ___ Experts believe that spending time with other people in real life may become increasingly important in the future.

Na podstawie: *World Laughter Day*, British Council, https://link.operon.pl/Gm (dostęp: 9.09.2026).

A. Some experts believe this can improve well-being and help people cope better with pain or difficult situations.
B. However, the researchers noted that the studies differed considerably in the way they were carried out.

C. This social aspect may be particularly valuable at a time when more and more everyday activities take place online.

D. As a result, some participants prefer practising laughter exercises on their own.

E. Instead, participants are encouraged to laugh deliberately while performing simple breathing exercises.

F. Every May, participants meet in public places simply to laugh together.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

6.
0–8

Zadanie 6. (0–8)

Przeczytaj dwa teksty dotyczące nieoczekiwanych zmian w życiu. Wykonaj zadania 6.1.–6.8. zgodnie z poleceniami.

Tekst 1.

WHEN LIFE TAKES A DIFFERENT TURN

Sam narrowed his eyes against the sun at the distant dust trail raised up by the car on its way up to the Big House. The horses kicked and flicked their tails at flies, not caring about their owner's first visit in ten months. Sam waited. Mr Carter didn't come out here unless he had to, which was just fine by Sam. The more he kept out of his boss's way, the longer he'd have a job.

Carter came by later while Sam was chopping wood. Carter lifted his hat as if he were waiting for an appointment with the town priest, and then removed it completely as if he were talking to his mother. He pulled out a pile of paper from his back pocket and held it out.

'Don't pick up your mail often, do you?'

Sam took it without a glance and dropped the envelopes onto the bench.

'Never,' he replied and waited for Carter to say why he was here. The fact it was Carter's house was no explanation and they both knew it. Carter twisted his hat round and round, licking his lips and clearing his throat.

'Nice work fixing those fences,' he said finally.

'I'll be back to the beginning soon,' Sam said. It wasn't a complaint. A fence that took a year to repair meant another year's work to the man who did it well.

'Don't you ever want to take a holiday?'

'And go where?' A holiday meant being back out in the real world, a place even people like Carter travelled to escape from. Sam's escape was his reality and he wasn't going back.

Mr Carter wiped the sweat from the back of his neck. The damp patches on his shirt drew together like shapes in an atlas. His skin was already turning red in the June sun. Otherwise he had the indoor tan of a man that made money while other people did the work.

'I've brought my son with me here. He's had some trouble at school.' Mr Carter's eyes flicked up, blinked rapidly and then shifted back to the hat occupying his hands. 'Not much trouble out here for a young boy.' He attempted a laugh but it came out like a dog's bark.

The two men looked towards the northern end of the property. It stretched as far as the eye could see. Even the fences were barely visible from where they stood. However bored and impatient a teenage boy might get, it wasn't possible to escape on foot. Sam looked at the biggest of the horses, kicking at the ground with its heavy hooves. Could the boy ride? He wondered. There was a whole load of trouble a good rider could get into out here, miles away from anyone. But maybe there was even more trouble for someone who knew nothing about horses and wanted to get away from his father.

Na podstawie: *A short story extract*, British Council, https://link.operon.pl/Gl (dostęp: 9.09.2026).



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. From the first paragraph we learn that Sam

A. is disappointed that Mr Carter rarely visits the property.
B. prefers not to attract too much attention from Carter.
C. wishes Mr Carter visited the ranch more often.
D. would like Carter to rely on him more.

6.2. Why doesn't Sam mind having to repair the fences repeatedly?

A. Mr Carter has praised the work he has done on the fences.
B. He expects to finish repairing all the fences within a year.
C. He believes the work helps guarantee his future employment.
D. He knows the work will eventually end.

6.3. What does the text suggest about Carter when he mentions his son?

A. He feels responsible for his son's recent difficulties.
B. He wants Sam to understand why his son has had problems at school.
C. He expects his son to get bored easily.
D. He finds it difficult to discuss the situation openly.

6.4. Why does Sam wonder whether Mr Carter's son can ride?

A. He thinks the boy may be interested in learning how to look after horses.
B. He realises that being able to ride could give the boy more opportunities to get into trouble.
C. He believes riding might help the boy adapt to life in the countryside.
D. He wonders whether the boy could help him with some of the work.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 6.1. DO 6.4. NA KARTĘ ODPOWIEDZI!

Tekst 2.

THE HERO PATTERN BEHIND STAR WARS

Some critics of the 2015 film *Star Wars: Episode VII – The Force Awakens* argued that the story was too similar to the original 1977 *Star Wars* film. However, many experts point out that this similarity is not accidental. Both films follow a storytelling pattern that has existed for centuries. This idea is closely linked to the work of Joseph Campbell, whose book *The Hero with a Thousand Faces* influenced many writers and filmmakers.

After studying myths and legends from different cultures, Campbell noticed that many stories shared a common structure. Although the characters and settings varied, the central figure usually left their ordinary life, faced a series of challenges and eventually returned as a different person. Campbell called this pattern the "monomyth", and he believed it could be found in both ancient stories and modern popular culture.

One of the first directors to apply these ideas to film was George Lucas. In stories based on the hero pattern, the main character is often pushed into a new reality by an unexpected event. In Luke Skywalker's case, this happens when he learns about a message hidden inside the robot R2D2. What begins as a simple discovery soon changes the direction of his life completely.

Like many heroes, Luke is uncertain at first. He does not immediately accept the challenge ahead of him. Instead, he receives guidance from an older and more experienced character who helps him take the first steps into an unfamiliar world. Along the way, he meets people who help him, faces enemies and learns skills that will be essential later in the story.

Campbell also observed that heroes often develop most after experiencing loss or failure. Luke goes through such a moment when he loses someone who has supported him since the beginning of his journey. Although the experience is painful, it helps him become more independent and prepares him for future challenges.

By the end of the story, Luke is no longer the inexperienced young man seen at the beginning. His actions show how much he has changed, and his journey reflects many of the stages that Campbell identified in myths from around the world.

Na podstawie: *Star Wars and the hero myth*, British Council, https://link.operon.pl/GD (dostęp: 9.09.2026).

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

6.5. The similarities between the two *Star Wars* films can be explained by the fact that their stories are _____.

6.6. Campbell's research suggests that heroes from different cultures often _____ _____ after finishing their journeys.

6.7. Finding a message inside R2D2 is important because it leads Luke to _____ _____.

6.8. Campbell's theory suggests that going through difficult experiences may prepare heroes to _____.

Zadanie 7. (0–6)

7.
0–1–2
3–4
5–6

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 PROBLEM WITH PLASTIC

Plastic is an ordinary part of modern life, and most people rarely think about how much of it they use every day. Since the 1950s, plastic production **7.1.** ___ dramatically. Although some plastic is recycled, huge amounts eventually become waste. The documentary *A Plastic Ocean* examines the impact this waste has on the environment.

The filmmakers originally planned to make a film about blue whales. **7.2.** ___, while travelling across the Indian Ocean, they discovered enormous amounts of plastic floating far from land. **7.3.** ___ by what they saw, they decided to focus on plastic pollution instead. During the next four years, they travelled around the world collecting information and interviewing experts.

The documentary **7.4.** ____ scientific research with impressive underwater photography. It also shows the harmful effects of plastic waste on marine life. Some animals swallow plastic, while others become trapped in rubbish floating in the ocean. As the film develops, viewers gain a better **7.5.** ____ of how seriously human activity is damaging marine ecosystems.

The documentary presents alarming facts and statistics and suggests possible solutions. The filmmakers encourage people to reduce their use of disposable plastic products, recycle more effectively and reuse bags whenever possible. They also emphasise that governments and companies need to take greater **7.6.** ___ for reducing or limiting plastic pollution in the future.

Na podstawie: *A Plastic Ocean: a film review*, British Council, https://link.operon.pl/Gj (dostęp: 9.09.2026).

7.1.
A. increased
B. was increased
C. has increased
D. had been increased

7.3.
A. having shocked
B. being shocked
C. having been shocked
D. shocked

7.5.
A. opinion
B. understanding
C. attention
D. thought

7.2.
A. Therefore
B. However
C. Because
D. As a result

7.4
A. consists
B. include
C. combines
D. involves

7.6.
A. control
B. action
C. responsibility
D. care

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

8.
0–1–2
3–4

Zadanie 8. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.) jednym wyrazem. Przekształć wyraz podany w nawiasie w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

BANGKOK: MORE THAN A STOPOVER

Many **8.1.** _____ (TRAVEL) visiting Thailand spend some time in Bangkok before continuing to the islands or the mountains. Although the city is often described as noisy, crowded and polluted, it also offers a wide variety of attractions and unusual experiences. While many tourists choose to stay near the busy Khao San Road, areas such as Phra Kanong provide a more authentic atmosphere where local people live and work. Although this district is located further from the main tourist attractions, the Skytrain allows visitors to travel around the city **8.2.** _____ (CONVENIENT).

Getting around Bangkok can sometimes be difficult because of the heavy traffic, especially during rush hour. For this reason, many visitors prefer travelling by river boat or Skytrain instead of using taxis. This form of transport is not only more **8.3.** _____ (PRACTICE) but also allows tourists to admire parts of the city that are less familiar to foreign visitors.

Bangkok is also famous for its street food, and tourists can enjoy inexpensive meals at markets and food stands across the city, particularly in Chinatown.

Apart from popular attractions such as the Grand Palace and the temple of Wat Pho, Bangkok also offers less typical experiences. One unusual place worth visiting is the city's snake farm, where tourists can watch live snake shows and even touch some of the animals if they are brave enough. Although some visitors find the experience rather **8.4.** _____ (FRIGHT), others describe it as one of the most interesting attractions in the city.

Na podstawie: *A travel guide*, British Council, https://link.operon.pl/Gi (dostęp: 9.09.2026).

Zadanie 9. (0–4)

9.
0–1–2
3–4

Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (9.1.–9.4.). W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

Uwaga: nie zmieniaj formy podanych wyrazów.

9.1. I regret not accepting their offer earlier.
WISH

I _____ their offer earlier.

9.2. If I were you, I would apologise immediately.
BETTER

You _____ immediately.

9.3. Although she was tired, she finished the project.
SPITE

She finished the project _____ tired.

9.4. Scientists believe the process will continue for several decades.
LIKELY

The process _____ for several decades.

Zadanie 10. (0–13)

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. Napisz swoją wypowiedź w języku angielskim. Zakreśl numer wybranego przez ciebie tematu.

1. Niektórzy uważają, że udział w wolontariacie jest ważnym doświadczeniem dla uczniów szkół ponadpodstawowych. Napisz **rozprawkę**, w której przedstawisz argumenty za takim poglądem i przeciw niemu.

2. Napisz **artykuł** do szkolnej gazetki, w którym opiszesz, jak media społecznościowe wpływają na zdrowie młodych ludzi, i przedstawisz sposoby zachowania równowagi między życiem realnym a wirtualnym.

CZYSTOPIS

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BRUDNOPIS (*nie podlega ocenie*)

KARTA ODPOWIEDZI

WYPEŁNIA UCZEŃ

Kod ucznia ☐☐☐

PESEL ☐☐☐☐☐☐☐☐☐☐☐

Nr zad.	Odpowiedzi					
1.1.	A	B	C			
1.2.	A	B	C			
1.3.	A	B	C	D		
1.4.	A	B	C	D		
1.5.	A	B	C	D		
1.6.	A	B	C	D		
2.1.	A	B	C	D	E	F
2.2.	A	B	C	D	E	F
2.3.	A	B	C	D	E	F
2.4.	A	B	C	D	E	F
2.5.	A	B	C	D	E	F
3.1.	Ocenia egzaminator					
3.2.	Ocenia egzaminator					
3.3.	Ocenia egzaminator					
3.4.	Ocenia egzaminator					
4.1.	A	B	C	D		
4.2.	A	B	C	D		
4.3.	A	B	C	D		
4.4.	A	B	C	D		
4.5.	A	B	C	D		
5.1.	A	B	C	D	E	F
5.2.	A	B	C	D	E	F
5.3.	A	B	C	D	E	F
5.4.	A	B	C	D	E	F
5.5.	A	B	C	D	E	F

WYPEŁNIA EGZAMINATOR

Nr zad.	Punkty	
3.1.	0	1
3.2.	0	1
3.3.	0	1
3.4.	0	1
6.5.	0	1
6.6.	0	1
6.7.	0	1
6.8.	0	1

Nr zad.	Punkty	
8.1.	0	1
8.2.	0	1
8.3.	0	1
8.4.	0	1
9.1.	0	1
9.2.	0	1
9.3.	0	1
9.4.	0	1

Zadanie 10.						
Punkty	0	1	2	3	4	5
Treść	0	1	2	3	4	5
Spójność	0	1	2			
Zakres	0	1	2	3		
Poprawność	0	1	2	3		

Nr zad.	Odpowiedzi			
6.1.	A	B	C	D
6.2.	A	B	C	D
6.3.	A	B	C	D
6.4.	A	B	C	D
6.5.	Ocenia egzaminator			
6.6.	Ocenia egzaminator			
6.7.	Ocenia egzaminator			
6.8.	Ocenia egzaminator			
7.1.	A	B	C	D
7.2.	A	B	C	D
7.3.	A	B	C	D

Nr zad.	Odpowiedzi			
7.4.	A	B	C	D
7.5.	A	B	C	D
7.6.	A	B	C	D
8.1.	Ocenia egzaminator			
8.2.	Ocenia egzaminator			
8.3.	Ocenia egzaminator			
8.4.	Ocenia egzaminator			
9.1.	Ocenia egzaminator			
9.2.	Ocenia egzaminator			
9.3.	Ocenia egzaminator			
9.4.	Ocenia egzaminator			

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