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 rozszerzony

Symbol arkusza
MJAP-R0-100-2406

DATA: **6 czerwca 2024 r.**

GODZINA ROZPOCZĘCIA: **14:00**

CZAS TRWANIA: **150 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **60**

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:
- ☐ nieprzenoszenia odpowiedzi na kartę odpowiedzi
- ☐ dostosowania zasad oceniania.

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 20 stron (zadania 1–10). 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. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
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 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. From what the woman says we can conclude that baking in space

A. has turned out to be a failure.
B. requires some ingredients to be changed.
C. could be beneficial in a future space programme.

Tekst 2.

1.2. What are the speakers doing?

A. selecting a part of town which would be most suitable for the tiger sculpture
B. considering how to solve a problem with the tiger sculpture
C. preparing a report on an accident involving the tiger sculpture

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. Audrey decided to thru-hike the Appalachian Trail

A. in her early childhood.
B. after reading a particular book.
C. before she badly injured her back.
D. when a family member was talking about hiking.

1.4. While on the trail, Audrey and her friend

A. walked the final part of the way with another hiker.
B. kept in touch with their followers on social media.
C. spent all of the time completely on their own.
D. were given a map of the Appalachians.

1.5. When preparing for her next thru-hike, Audrey is going to

A. include more swimming in her training routine.
B. hike parts of the trail in winter.
C. work out with an instructor.
D. take part in a marathon.

1.6. When answering the last question, Audrey

A. warns listeners against taking poor quality equipment on a long hike.
B. emphasizes the role of experience in hiking a long trail.
C. encourages listeners to hike a long trail in a group.
D. gives advice to people who want to hike a long trail.

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z bagażem. 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. was compensated for a ruined piece of luggage.
B. opened somebody else's suitcase while waiting at the airport.
C. recovered his/her missing luggage just before the return flight.
D. discovered an unfamiliar piece of luggage while he/she was away from home.
E. had forgotten to pick up a piece of his/her luggage at the airport.
F. was contacted by the person whose luggage had got mixed up with his/hers.

2.1.	2.2.	2.3.	2.4.	2.5.

Zadanie 3. (0–4)

Usłyszysz dwukrotnie rozmowę z młodym przedsiębiorcą. 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.

- Thanks to the Canadian Ministry of Education programme, Brian graduated from high school **3.1.** _____ most students.

- Brian became an entrepreneur while he **3.2.** _____ _____.

- According to Brian losing your job due to a company closure can **3.3.**_____ _____ in the long run.

- In Brian's opinion, when you are searching for employment, it is most important for you to show **3.4.** _____ others.

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

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.
<u>Uwaga:</u> w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author

4.1.	refer to a solution adopted due to necessity?	
4.2.	give examples of how the dish is sometimes altered?	
4.3.	state that the origins of the dish's name are not clear?	
4.4.	point to a group of people whose knowledge of the dish is limited?	
4.5.	mention a story in which someone's creativity was inspired?	

TOAD-IN-THE-HOLE

A. British cuisine is rich in culinary delicacies with strange names, for instance: bubble and squeak, pigs in blankets, angels on horseback. They are all part of Britain's cultural heritage. A dish with a particularly striking name is Toad-in-the-Hole. It is made of pork sausages baked in crispy batter and served with gravy. The sausages resemble toads peeking out of gaps in the batter. The dish dates back to the 18th century. But, shockingly enough, in a recent survey almost 16% of respondents in their 20s were sure this British classic contains an actual toad.

B. It is widely accepted that the dish was originally developed by lower-income families. During the Industrial Revolution, working conditions were harsh and the pay workers received was poor. At a time when meat was pricey, British families had to search for more affordable and filling ingredients in order to feed themselves at minimum expense. It was at this time that a great number of families discovered that combining a flour-based batter with inexpensive cuts of meat and a hot, filling gravy was an ideal combination for economical meals. Toad-in-the-Hole is a perfect example of this.

C. The etymology of the puzzling name of the dish has always been a source of debate. There is even a bizarre toad-related tale of doubtful authenticity connected with the dish. The story goes like this: in Alnmouth, a village in North East England, a local golf course was overrun with toads. During a golf tournament, a toad pushed a golf player's ball out of the 18th hole using its head. This resulted in the player's consternation and the laughter of the group of onlookers. The chef at the local hotel supposedly came up with a dish to commemorate this humorous moment by baking sausages in batter so that they looked like toads poking their heads out of golf holes.

D. The dish itself has evolved. It is regarded as a British classic, but it has crossed cultural and social barriers and is eaten in many countries across the world. Today, recipes for Toad-in-the-Hole do not only include pork sausages. Literally any meat can be used: beef, mutton or lamb. And, of course, non-meat options are becoming increasingly popular. If you want to impress your friends by cooking a dish which is as British as hotdogs are American, you should try a simple recipe for Toad-in-the-Hole. You won't regret it. Your guests will love both its taste and its name.

Na podstawie: theculturetrip.com; englishbreakfastsociety.com; www.getreading.co.uk

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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.
<u>Uwaga:</u> jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

THE FLATIRON – A NEW YORK ICON

One of the symbols of New York City is a very peculiar triangular-shaped building in Manhattan.

Designed by Daniel Burnham, an American architect and urban designer, it was originally owned by the Fuller Company, a major construction firm, and served for many years as the company's headquarters. Today, it mainly houses publishing businesses, as well as a few shops on the ground floor.

It was, unsurprisingly, called the Fuller Building when it opened in 1902. **5.1.** _____ Instead, the first steel-framed skyscraper in the city became known as the Flatiron. Although the building does resemble an old-fashioned clothes iron, it is often said that the name was actually inspired by the triangular piece of land on which the building was constructed, already called the Flatiron.

Daniel Burnham made the most of the available space. **5.2.** _____ Investors were not discouraged though, and the construction of the building was completed on schedule. At 22 stories and 307 feet, the Flatiron was never the city's tallest building, but always one of its most dramatic-looking.

At the beginning of the 20th century considerable efforts were being made to modernize New York City's business districts. **5.3.** _____ Whereas many of the nearby structures featured high towers emerging from heavy, block-like bases, Burnham's skyscraper rose directly up from street level, making a striking contrast against the lower buildings nearby. Apart from its shape, the thinness of the Flatiron also drew attention. **5.4.** _____ These concerns were raised by experts who believed, wrongly as it turned out, that the combination of the building's distinctive features and height would make it prone to collapse.

Also, newspaper report authors complained about the potentially dangerous wind tunnel effect created by the building. A striking visual reference to this phenomenon can be found at the subway station near the Flatiron. **5.5.** _____ They are at varying distances from the ground, reflecting the different heights of the individuals who would have had them on their heads decades ago. Thus today's passengers are warned to prepare for the gusts of wind that will hit them once they emerge onto the street.

Na podstawie: www.history.com; untappedcities.com
Źródło: www.wallpaperflare.com

A. And the Flatiron's innovative design certainly suited that trend as the building, shaped like a perfect right triangle, was revolutionary in its own way.

B. Moreover, its popularity with photographers and artists has made it an enduring symbol of New York for more than a century.

C. His distinctive skyscraper filled this difficult building plot completely, but its design caused a lot of controversy.

D. These two characteristics of the building initially led to widespread doubts about its structural stability.

E. Over a hundred mosaic hats decorate the walls inside, as a tribute to the people walking by the Flatiron in the past, whose hats would have been at risk of being blown away.

F. Yet the name never stuck, and neither did another one – Burnham's Folly, which reflected the public's negative attitude to Burnham's design.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–8)

Przeczytaj dwa teksty związane z listami. Wykonaj zadania 6.1.–6.8. zgodnie z poleceniami.

Tekst 1.

AT THE BEACH

A cold December wind was blowing, and Theresa Osborne crossed her arms as she stared out over the water. Earlier, there might have been a few people walking along the shore, but they'd taken note of the clouds and were long since gone. Heavy clouds were descending slowly, and the fog was beginning to thicken, making the horizon invisible. In another place, in another time, she would have felt the majesty of the beauty around her, but as she was standing on the beach, she realized that she didn't feel anything at all. In a way, she felt as if she weren't really there, as if the whole thing were nothing but a dream.

She'd driven there in the early morning, though she scarcely remembered the trip at all. When she'd made the decision to come, she'd planned to stay there for the night. She'd made the arrangements and had even looked forward to a quiet night away from Boston, but watching the ocean made her realize that she didn't want to do that any more. She would drive home as soon as she finished, no matter how late it was.

When she was finally ready, Theresa slowly started to walk towards the water. Beneath her arm she carried a bag that she had carefully packed that morning. She hadn't told her family what she was taking with her and what she intended to do today. Instead she'd said that she was going Christmas shopping. It was the perfect excuse, and though she was sure that if she had told them the truth they would have understood, this trip was something she didn't want to share with anyone. It had started with her alone, and that was the way she wanted it to end.

Theresa sighed and looked at her watch. Soon it would be high tide, and it was then that she would finally be ready. After finding a spot that seemed comfortable, she sat in the sand and opened the bag. Searching through it, she found the envelope she wanted. Taking a deep breath, she slowly lifted the seal. In it, there were three letters, carefully folded, letters that she'd gone through more times than she could count. There were other items as well in the bag, though she wasn't ready to look at those yet. She continued to focus on the letters. He'd used a fountain pen when he'd written them, and there were smudges in various places where the pen had leaked. The paper was beginning to discolour in places, fading slowly with the passage of time. She knew there would come a day when the words would be impossible to read, but hopefully, after today, she wouldn't feel the need to look at them so often. When she had finished, she slipped them back into the envelope as carefully as she'd removed them. Then, after putting the envelope into her coat pocket, she looked at the beach for the last time before walking back to her car.

Na podstawie: Nicholas Sparks, *Message In A Bottle*

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. While Theresa stood on the shore,

A. she remembered having a dream about that place.
B. she was moved by the beauty of the place.
C. some people were admiring the view with her.
D. the weather was gradually getting worse.

6.2. Theresa made the decision NOT to stay overnight

A. when planning the trip.
B. while gazing at the ocean.
C. shortly after arriving in Boston.
D. before she packed her belongings.

6.3. Theresa didn't tell her family the truth about her trip because

A. she thought they'd disagree with her decision.
B. she didn't want to disrupt their Christmas shopping.
C. she knew they wouldn't understand the reason for it.
D. she felt it was something she had to deal with herself.

6.4. From the last paragraph the readers can conclude that Theresa

A. had a strong emotional connection to the letters.
B. had expected someone to join her on the beach.
C. had never visited the beach before.
D. had just received the letters.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Tekst 2.

THE WORLD NEEDS MORE LOVE LETTERS

Letters have always been a big part of Hannah Brencher's story. Her mum was never into phoning, emailing, texting or any sort of social media, so when Hannah left home to go to college, she kept in touch with her mum by letter. Her mother wrote every week, so Hannah was soon on first-name terms with the local mailman. She eagerly looked forward to reading all the details of how her family was doing.

When Hannah graduated from college, she almost immediately moved to New York. She decided to go there as she had been offered what she thought was a dream job at the United Nations. However, Hannah found it difficult to fit in. She didn't enjoy her job and no matter how hard she tried, she couldn't form any meaningful friendships in the bustling city so she felt desperately lonely and as a result began to suffer from depression. One day when she was feeling down, she looked at the letters from her mother and thought she could reach out to people in a similar way, so she put pen to paper and started writing letters to complete strangers.

But these weren't sad letters about how she was feeling. They were uplifting letters intended to encourage those who read them. Her letters wished people to have a "bright day" and told them how brilliant they were, even if they thought no one else had noticed. Hannah began dropping the letters all over New York, in restaurants, libraries, parks or on the subway.

When Hannah wrote a blog post about what she was doing, she received hundreds of emails from people asking her to write letters to them as well. The following year Hannah left her full-time job to devote all her time and attention to *The World Needs More Love Letters* campaign. One of her ambitions in her new role was to write a book about herself and the campaign. However, she had no agent and no experience of writing books so she put the idea off. Then, in 2012, she gave a TED talk about her campaign. It was seen by millions of people and soon after she was offered a book deal by the Howard Books publishing company. Her life story – *If You Find This Letter* was published in 2015.

Meanwhile *The World Needs More Love Letters* campaign has grown immensely, and now there are over 10,000 people all over the world who are involved. Their letters are full of kindness – telling people they are remarkable and special, which gives their recipients new hope – the main aim for which the campaign was started. There are many people whose lives have taken a turn for the better due to writing or receiving the campaign's "love letters". A good example is a shy university student who left letters around her campus, only to suddenly find everyone was writing them and hanging them on trees. Thanks to this, she became part of a bigger group, which made her a much more confident person.

Na podstawie: www.theguardian.com, www.happyscribe.com

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

6.5. As Hannah's mum didn't _____

_____, she regularly wrote traditional letters to Hannah.

6.6. Hannah's feeling of depression was due to disappointment with her job and her

struggles _____ in New York.

6.7. Hannah decided to _____

so that she could focus on the letter-writing campaign.

6.8. From the last paragraph we learn how _____

_____ thanks to the letter-writing campaign.

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.

WHY DO THE BRITISH DRIVE ON THE LEFT?

The custom of driving on the left-hand side of the road goes back many hundreds of years, to the time when people wore swords when travelling. Everyone, **7.1.** _____ a knight or a peasant, had to be ready for an attack from those approaching from the opposite direction. As most people are right-handed, keeping to the left **7.2.** _____ that you could easily use your weapon to defend yourself if necessary.

In the late 1700s in North America, huge wagons drawn by several pairs of horses became popular for transporting goods. They had no driver's seat, so **7.3.** _____ control the horses, the driver, who typically held his whip in his right hand, sat on the back left horse. Sitting on the left, however, **7.4.** _____ to judge the wagon's distance from passing traffic. The problem led to suggestions that the wagons should be kept to the right. Pennsylvania was the first American state **7.5.** _____ a keep-to-the-right law in 1792.

In Britain there wasn't much call for these massive wagons and the smaller British vehicles had a seat for the driver behind the horses. Traffic congestion in 18th-century London led to a law being introduced to make all traffic on London Bridge keep to the left. This rule **7.6.** _____ throughout the British Empire.

Nowadays, only 35% of the world's countries have left-hand driving regulations, and most of these are islands.

Na podstawie: www.historic-uk.com

7.1.
- **A.** neither
- **B.** whether
- **C.** as well
- **D.** such

7.2.
- **A.** seemed
- **B.** provided
- **C.** meant
- **D.** pointed

7.3.
- **A.** in spite of
- **B.** in addition to
- **C.** instead of
- **D.** in order to

7.4.
- **A.** made it difficult
- **B.** made difficult
- **C.** made that difficult
- **D.** made more difficult

7.5.
- **A.** to pass
- **B.** to passing
- **C.** on passing
- **D.** to having passed

7.6.
- **A.** had adopted
- **B.** was adopting
- **C.** was adopted
- **D.** adopted

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.), przekształcając jeden z wyrazów z ramki, w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.
<u>Uwaga:</u> dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

common	explain	know	maintain	offend	similar

KIWIS

Why are New Zealanders called Kiwis? Are they named after the fuzzy Chinese gooseberry also **8.1.** _____ as the kiwi fruit? Not at all. In fact, the word 'kiwi' originally referred to a bird which is native to New Zealand. The kiwi bird emblem was first seen on the badges of New Zealand soldiers in the 19th century.

It is no coincidence that the Chinese gooseberry, which flourishes in New Zealand, was renamed kiwi fruit. The reason is its striking **8.2.** _____ to the iconic bird – both are brown and fluffy.

Now, Kiwi is also a **8.3.** _____ used nickname for all New Zealanders.

It is absolutely OK to call a New Zealander a Kiwi. Some nicknames for people's nationalities may be considered **8.4.** _____ but Kiwi is not one of them, so you won't risk hurting anyone's feelings if you use it.

Na podstawie: exploringkiwis.com

Zadanie 9. (0–4)

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

9.1. I regret not studying harder and, as a result, failing my exams.

HAD

I wish I _____ so that I wouldn't have failed my exams.

9.2. Please slow down! I'm falling behind because you are walking too fast.

KEEP

Please slow down! I can't _____ you because you are walking too fast.

9.3. My grandparents stayed with us for a week while their radiators were being replaced.

HAVING

My grandparents _____ so they stayed with us for a week.

9.4. We ought to book a table in advance because the restaurant is busy on Saturdays.

BETTER

_____ a table in advance because the restaurant is busy on Saturdays.

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. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat korzystania z samochodów elektrycznych – uwzględnij aspekty ekonomiczny i ekologiczny.

2. Napisz **list** do gazety, w którym uzasadnisz, dlaczego reklamowanie słodyczy skierowane do dzieci powinno być zakazane, oraz przedstawisz swoją propozycję akcji promującej zdrowe odżywianie.

CZYSTOPIS

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Zgodność z poleceniem									Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
	0-1-2-3-4-5								0-1-2	0-1-2-3	0-1-2-3	
Elementy treści (0-1-2)					*Elementy formy (0-1)*							
1	*2*	*3*	*4*	*5*	*1*	*2*	*3*	*4*				

BRUDNOPIS (*nie podlega ocenie*)

JĘZYK ANGIELSKI
Poziom rozszerzony
Formuła 2023

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