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**-2306

DATA: **6 czerwca 2023 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
© CKE 2022

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. Aby zaznaczyć odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem ◉ i zaznacz właściwe pole.
8. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
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. The phrase "falls off a cliff", used by the actress, serves to illustrate

A. the specific way of speaking she had to learn for the role.
B. an unpleasant experience she had when imitating Diana's voice.
C. the extraordinary methods used by her dialect coach.

Tekst 2.

1.2. We can conclude that the slide was added to the Skyspace Tower in order to

A. provide an attractive benefit for office workers.
B. prevent a tourist attraction from losing popularity.
C. broaden the range of businesses in 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. Which of the uses of smart speakers is NOT mentioned?

A. assisting in food preparation
B. activating a security system
C. providing entertainment
D. switching on heating

1.4. The researchers who carried out the study

A. prepared recordings for users of smart devices to comment on.
B. set a task for the people who took part in it.
C. found out that *Amazon Alexa* was more reliable than *Google Assistant*.
D. assessed the popularity of smart devices.

1.5. Based on the study, which is TRUE about the smart devices?

A. Their voice recognition software works perfectly.
B. They found the Glasgow accent the most difficult to understand.
C. They currently recognise only 20 per cent of regional accents.
D. Their reliability is affected by the user's pronunciation.

1.6. In the recording, the speaker

A. warns against smart devices taking control of our lives.
B. criticizes users of smart devices for demanding too much.
C. draws attention to a weakness of the software used in smart devices.
D. encourages people to get rid of unreliable smart devices.

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi na temat ruchu ulicznego. Do każdej wypowiedzi (2.1.–2.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.
<u>Uwaga:</u> jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

A. refers to people's reactions to the trial of a road safety measure.
B. praises the quality of a city's public transport.
C. recommends imposing heavy fines on motorists.
D. suggests a modification to the driving test.
E. expresses his/her opinion about a scheme intended to reduce pollution.
F. criticizes a system as unfair to certain motorists.

2.1.	2.2.	2.3.	2.4.	2.5.

Zadanie 3. (0–4)

Usłyszysz dwukrotnie wypowiedź archeologa. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. w poniższej notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu.
Luki należy uzupełnić w języku angielskim.

THE HARSH REALITY OF AN ARCHAEOLOGIST'S WORK

- For many archaeologists **3.1.** _____ is beyond their financial means.

- The profession lacks **3.2.** _____ and the earnings are low.

- You need to obtain all sorts of **3.3.** _____ before the ground work begins.

- You might experience health problems resulting from hard physical work and **3.4.** _____.

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

Zadanie 4. (0–5)

Przeczytaj cztery teksty o liniach kolejowych (A–D) oraz pytania ich dotyczące (4.1.–4.5.). Do każdego pytania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli.
<u>Uwaga:</u> w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which text does the author

4.1.	describe an ingenious way to power a train?	
4.2.	point out that a train repeatedly changes direction while climbing the slope?	
4.3.	remark that the name of a train may be misleading?	
4.4.	mention a high possibility of a natural disaster in the area where a track runs?	
4.5.	express admiration for the speed at which a track was built?	

A. NOSE OF THE DEVIL, ECUADOR
The track drops 500 metres over the course of twelve kilometres. The only way engineers were able to get the train up and down the steep mountainside was to create switchbacks, where the train goes past a junction, then travels backwards to the next junction and then heads forward again. With no side railings to keep the carriages from falling off the nearly vertical slopes, the route is terrifying for passengers. Another reason why they might feel anxious is that the track is situated in Ecuador, a country which sometimes experiences earthquakes. Fortunately, they have never affected this particular area.

B. ASO MINAMI ROUTE, JAPAN
The most dangerous part of the track passes over the Tateno Bridge. This delicate steel structure seems hazardous at first sight, because it is very narrow and looks as if one wrong decision by the train driver could cause the train to fall. The ride across the bridge may be scary, but what passengers should really fear is the presence of live volcanoes including Mount Aso nearby. Visitors may witness an eruption at any time. What compensates for the discomfort is the fantastic scenery which can be observed from the train: green hills covered with dense forests and spectacular valleys with beautiful rivers. However, just after an eruption, the burnt fields and smoking lava among the trees look truly frightening.

C. THE TRAIN TO THE CLOUDS, ARGENTINA

The railway line includes 29 bridges, 21 tunnels and a huge number of ascents and descents. The construction of this unique railway began in 1921. It took a long time, almost three decades, to build the railroad in this harsh terrain. The train moves at a leisurely pace, allowing passengers to admire the Polvorilla Bridge, the true highlight of the trip! Although the train's name suggests you will be surrounded by clouds and mist, actually there's not much chance of crossing the Polvorilla Bridge in the clouds.

D. LYNTON & LYNMOUTH CLIFF RAILWAY, UNITED KINGDOM

Opened in 1896, the railway joins two coastal towns in North Devon: Lynmouth at the foot of a steep cliff and Lynton 500 feet above. Completing such a daring construction over the course of just three years, and with the technology available at the time, was nothing less than heroic. The railway moves thanks to the force of gravity with no engines involved. Two carriages are connected to the opposite ends of the same cable which goes around a huge wheel at the top of the cliff. Each car has a built-in water tank. The car at the top is loaded with water until it is heavier than the car at the bottom, then the brakes are released and the top car starts to descend and pull the other one up.

Na podstawie: www.travelawaits.com; www.orangesmile.com

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.
Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

A BALLOON TO FREEDOM

After World War II, Germany was divided into East Germany and West Germany. West Germany flourished and modernized, and East Germany struggled, so many people who lived there wanted to leave the country, but it was not allowed. Among them were the families of Günter Wetzel and Peter Strelzyk. One Saturday in September 1979 they made a night-time getaway from East Germany in a hot air balloon they'd built from scratch.

The thought of leaving had been on their minds for years, but doing it via a land route seemed impossible. **5.1.** _____ The brilliant idea eventually turned into the most daring escape ever made from East Germany.

In 1961, East Germany built a wall to keep its people in and prevent them from escaping to the richer West Germany. Despite these efforts about 150,000 people attempted to run away between 1964 and 1989. **5.2.** _____ Perhaps this was because making a hot air balloon was an incredibly difficult task. First of all, Strelzyk and Wetzel had to buy hundreds of metres of material to make the balloon. Then, the men needed to build a propane gas fire burner which would heat the air inside the balloon. After months of hard work they were ready to go, or so they thought. **5.3.** _____ Nevertheless, they were not discouraged.

In their second attempt, Wetzel and Strelzyk came up with the idea of filling the balloon with cool air before the balloon was heated. That turned out to be crucial because it let the balloon fully inflate within minutes. After five labour-intensive weeks, the constructors and their families got into the balloon's basket and they were ready to set off. **5.4.** _____ However, they were no longer able to steer the balloon and were left at the mercy of the wind. After some time they spotted bright searchlights which marked the border. A few moments later, the balloon started to go down and then landed among some trees. **5.5.** _____ The arrival of West German police a few minutes later was the ultimate confirmation that they were safe and free.

Na podstawie: www.cnet.com

A. In April 1978, they attempted to carry out a test flight but due to a serious error in their calculations the balloon couldn't even get off the ground.

B. The men doubled the size of the balloon to 4,200 cubic meters, which would require more fabric. They used everything they could find even umbrella fabric, tent nylon and bed linen.

C. What inspired the men to consider an escape in a balloon was a magazine article about the International Balloon Fiesta held in New Mexico.

D. The disoriented passengers didn't know if they had made it to the West. When they saw an advertising billboard for a West German product they realized they had managed to reach the destination.

E. The flight didn't start smoothly, though, as the fabric caught fire. The passengers, however, succeeded in putting out the flames and the balloon kept going up.

F. Out of these, an estimated number of 40,000 succeeded, but no one had ever organized an escape by balloon before.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–8)

Przeczytaj dwa teksty dotyczące wiadomości w butelkach. Wykonaj zadania 6.1.–6.8. zgodnie z poleceniami.

Tekst 1.

MESSAGE IN A BOTTLE

Laura often used to stop on the beach stretching along the north side of the island and gaze out to sea. Today the walk along the path seemed a bit unreal and scary. In the short time since Laura had left the house a thick mist from the sea had covered a large part of the landscape except the grey silhouette of the hill topped by St Nicholas's chapel. The tide was in and violent waves splashed onto the path. When she was jumping over a wave to keep dry, she noticed a bottle. It was an ordinary glass bottle, the kind used for juice, but the label had been removed and it had been scrubbed clean. It was lying in the centre of the path, almost as if it had been deliberately placed there. Even before she lifted it off the sand, Laura could see there was a note in it.

The idea of finding a message in a bottle seemed ridiculous, so she hesitated for a moment. But she was unable to resist. Before she picked it up, she took a good look around in case the person who'd left it there was hiding nearby. There was no one in sight. She bent down and studied the rolled piece of paper through the glass. There was something written on it. Before she removed the bottle top, she glanced up at the chapel, because she thought something had moved there. For two minutes she stared upwards, but saw nothing.

What kind of people put messages in bottles? Those who love playing jokes on others and sailors lost at sea were the only two categories Laura could think of. Since the bottle was shiny and new and had obviously never been in the sea, sailors could be ruled out. It must have been someone who wanted to have fun at her expense. She looked around again. No sign of anyone.

The top twisted off effortlessly. Taking the note out was trickier. Laura managed it with the aid of a stick. She unrolled the paper. There was something old-fashioned about the handwriting, as if the writer had a calligrapher's skills. In long, artistic letters were the words: CAN I TRUST YOU?

If I had any sense, I'd throw the bottle into the nearest litter bin and forget I ever saw it, Laura thought. But then she imagined that the writer was someone in real danger. The words went round and round in Laura's head. Her imagination ran wild as she tried to picture the author of the note. What if she was the only one who could help them and she ignored their message and walked away?

She was pretty sure it was a foolish teenager, but the possibility that it might be something other than a joke would not leave her mind. She eventually opened her school bag and took out a pen. Beneath the question, CAN I TRUST YOU?, she wrote in bright red capitals: YES.

Na podstawie: *Dead Man's Cove* by Lauren St John

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

A. not a single building was visible due to weather conditions.
B. Laura noticed the bottle when she tried to avoid getting her feet wet.
C. Laura was in the place which was unfamiliar to her.
D. the bottle's label suggested it had once contained juice.

6.2. Before getting the note out of the bottle, Laura

A. realized she was being watched.
B. speculated about who might have left the message.
C. considered throwing the bottle away.
D. struggled to open the bottle.

6.3. Laura decided to respond to the message, because she

A. was impressed with the author's handwriting.
B. felt that she knew the author.
C. she wanted to play a joke on someone.
D. couldn't ignore the danger the writer could have been in.

6.4. Which title best matches the story?

A. A MISSING PERSON FOUND
B. A SURPRISING MEETING
C. A MYSTERIOUS FIND
D. A TEENAGER'S JOKE

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Tekst 2.

FOUND AFTER 132 YEARS

The Illman family from Perth have found the world's oldest known message in a bottle, almost 132 years after it was thrown into the sea. During an afternoon walk on the beach Tonya Illman was fed up with the rubbish lying around that she decided to clean the beach up. Among the items she put in a heap for disposal there was a bottle which had an interesting shape. Seconds later she picked it up and noticed it contained a cigar-like object which intrigued her.

In order to find out what it was Tonya broke the bottle and saw that it was a rolled up piece of paper. The paper was damp, so after Tonya got home, the Illmans put it in the oven to dry it at low temperature. When it was completely dry, they unrolled it and saw faint handwriting. The message requested the reader to contact the German consulate when the note was found. It was signed *Paula, 12 June 1886*. It later turned out that *Paula* wasn't the name of the author of the note, but the name of the ship from which the bottle was thrown into the ocean.

When the Illmans saw the date they were doubtful about its authenticity, so they consulted the experts at the Western Australian Museum. As they were not certain, they passed it to the International Maritime Museum of Hamburg for further consultation, which confirmed the message to be authentic. Incredibly, an archival search resulted in the *Paula*'s original Meteorological Journal being found. In it, there was an entry made by the captain on the same date as written on the note, stating that a bottle had been thrown into the ocean as part of an experiment whose main focus was ocean currents and their characteristics. The handwriting in the journal also matched the note. The bottle was thrown into the Indian Ocean while the ship was travelling to Indonesia. It probably washed up on the Australian coast within 12 months, where it was buried in the sand.

The Illman family have loaned the note to the Western Australian Museum where it will be exhibited to the public for the next two years. Tonya has recently admitted that the whole situation has been the most exciting event in her entire life. And she's got a word of wisdom for all the runners and strollers out there: "Things lying along your path can turn out to have significance. All that glitters may not be gold, but not everything found on the ground is just a piece of litter".

Na podstawie: www.bbc.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.

6.5. After breaking the bottle, the Illmans first had to _____ _____ so that they could unroll the note and read it.

6.6. In order to make sure _____, the Western Australian Museum consulted colleagues from the International Maritime Museum of Hamburg.

6.7. The bottle was thrown into the sea as part of a study into _____ _____.

6.8. The story has taught Tonya _____ the things lying on the ground.

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.

HAWAIIAN PIZZA

For many years, a culinary debate regarding pineapple on pizza has haunted the Internet and still continues to divide pizza lovers all over the world. Known as the Hawaiian Pizza, the sweet-salty topping has indeed been controversial. However, the history of the pineapple pizza goes beyond the Internet quarrel.

It all started in 1962 when Sam Panopoulos – a Greek who **7.1.** _____ to Canada in 1954 – decided to open a restaurant in a small Canadian border town. He started serving typical American dishes such as burgers and pancakes, but soon the American pizza craze **7.2.** _____ the border into Canada.

During one interview Panopoulos explained exactly how he came up with idea of putting canned pineapple on a pizza: "We did it for fun, to see how it tasted." The pizza experiment didn't **7.3.** _____ immediately. "Nobody liked it 7**.4.** _____. But then, they went crazy about it." The original recipe included a combination of ham and pineapple, to provide a contrast in taste. Soon other pizza chefs accepted this innovative approach and started making their own variations. **7.5.** _____ that moment on, the trend spread internationally, although that wasn't the inventor's intention. His only goal was to **7.6.** _____ the pattern of using ordinary ingredients on pizza and to open up a world of new flavours.

Na podstawie: www.thevintagenews.com

7.1.
- **A.** had emigrated
- **B.** would emigrate
- **C.** has emigrated
- **D.** was emigrating

7.2.
- **A.** went
- **B.** crossed
- **C.** broke
- **D.** overtook

7.3.
- **A.** go for
- **B.** take up
- **C.** catch on
- **D.** bring about

7.4.
- **A.** at all times
- **B.** first and foremost
- **C.** at once
- **D.** at first

7.5.
- **A.** With
- **B.** From
- **C.** After
- **D.** At

7.6.
- **A.** break
- **B.** deny
- **C.** pause
- **D.** waste

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–4)

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



THE CLIFTON SUSPENSION BRIDGE

The Clifton Suspension Bridge is one of Bristol's most recognisable structures. Designed by Isambard Kingdom Brunel, the famous 19th-century engineer who played a **8.1. (SIGNIFY)** _____ role in Britain's Industrial Revolution, the bridge marks a turning point in the history of engineering.

The design of the bridge was extremely challenging. Besides, financial difficulties and all sorts of **8.2. (AGREEMENT)** _____ led to long delays in the construction of the bridge, and it was left unfinished for years.

Two engineers who continued to work on the bridge decided to modify Brunel's original plan by **8.3. (WIDE)** _____ the roadway. It was not until five years after Brunel's death that the bridge was finally unveiled. It remains one of Britain's best-loved landmarks. The Clifton Suspension Bridge has been the venue for a **8.4. (VARY)** _____ of events. For instance, the first modern bungee jump took place here in 1979, and in 2012 an Olympic torchbearer ran across the bridge with the Olympic flame en route to London.

Na podstawie: www. thehistorypress.co.uk

Zadanie 9. (0–4)

Wykorzystując wyrazy podane wielkimi 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. She couldn't concentrate on the exam because of the noise outside.

SO

It was _____ she couldn't concentrate on the exam.

9.2. I haven't heard from my best friend for five years now.

LOST

I _____ my best friend five years ago.

9.3. Famous people are always recognised no matter where they go.

AVOID

Famous people _____no matter where they go.

9.4. It's a beautiful city, but a bit pricey as far as accommodation is concerned.

COMES

It's a beautiful city, but a bit pricey _____ accommodation.

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. Stacja telewizyjna ogłosiła, że przestanie emitować Twój ulubiony program. Napisz **list**, w którym przekonasz władze tej stacji do kontynuowania emisji tego programu ze względu na jego walory edukacyjne i rozrywkowe.

2. Czasopismo podróżnicze ogłosiło konkurs na artykuł dotyczący pozytywnych doświadczeń związanych ze zgubieniem się w trakcie wyjazdu lub wycieczki. Napisz **artykuł**, w którym opiszesz taką sytuację i przedstawisz wnioski płynące z Twojego doświadczenia.

CZYSTOPIS

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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

JĘZYK ANGIELSKI
Poziom rozszerzony
Formuła 2023

JĘZYK ANGIELSKI
Poziom rozszerzony
Formuła 2023