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 **E-100**.
Jeżeli tak – przyklej naklejkę.
Jeżeli nie – zgłoś to nauczycielowi.

Egzamin maturalny ***Formuła 2015***

JĘZYK ANGIELSKI

Poziom rozszerzony

Symbol arkusza
EJAP-R0-**100**-2505

DATA: **8 maja 2025 r.**

GODZINA ROZPOCZĘCIA: **9:00**

CZAS TRWANIA: **150 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **50**

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. 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 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. (0–3)

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

1.1. The speaker argues that

A. more and more people are doing proper workouts in outdoor gyms.

B. more public money should be spent on outdoor gyms.

C. outdoor gyms have a significant weakness.

Tekst 2.

1.2. The speaker

A. suggests a reduction in the pool's water temperature.

B. questions the changes made to the running costs of the pool.

C. expresses her disapproval of the way the pool is being managed.

Tekst 3.

1.3. Which sentence best summarizes the message of the text?

A. It's important to have an optimistic approach.

B. Success stories do more harm than good.

C. Bad news motivates people to take action.

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi na temat biur. 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 mentions

A. a solution which he/she hasn't found fully satisfying.
B. a feature of the workplace which is frequently neglected.
C. an action taken in response to someone's irritating behaviour.
D. a solution which provoked comments from other staff members.
E. his/her boss's complaints about workers not focusing on their work.
F. an item which is used to signal that somebody doesn't want to be disturbed.

2.1.	2.2.	2.3.	2.4.	2.5.

Zadanie 3. (0–4)

Usłyszysz dwukrotnie rozmowę z osobą, która zajmuje się poszukiwaniem wraków statków. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.

3.1. Ben's present occupation does NOT involve

A. searching for clues.
B. analyzing evidence.
C. interviewing witnesses.
D. establishing the circumstances of a disaster.

3.2. Ben found the discovery of *HMAS Sydney* most exciting because

A. the shipwreck was discovered on Christmas morning.
B. it was made without the use of modern technology.
C. it happened during his first major expedition.
D. success came more quickly than expected.

3.3. The *USS San Diego*

A. no longer lies on the seabed.
B. is a military ship which sank in 1962.
C. was saved from being cut into pieces.
D. stopped being protected by law in 2006.

3.4. When answering the last question, Ben aims to

A. express his admiration for shipwreck hunters.
B. encourage a spirit of exploration in his listeners.
C. inspire geography teachers to follow in his footsteps.
D. broaden listeners' knowledge of the story of a certain shipwreck.

PRZENIEŚ ROZWIĄZANIA ZADAŃ <u>OD 1. DO 3.</u> NA KARTĘ ODPOWIEDZI!

Zadanie 4. (0–4)

Przeczytaj tekst, który został podzielony na trzy części (A–C), oraz pytania go dotyczące (4.1.–4.4.). 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 mention

4.1.	a physically demanding solution to a problem faced by the meteorologists?	
4.2.	the length of time needed to convert data to make it more widely available?	
4.3.	a large contribution made in response to a call for donations?	
4.4.	the reason for the closure of the observatory?	

SNOWED UNDER

A. The observatory on the summit of Ben Nevis, the highest mountain in the United Kingdom, was set up by the Scottish Meteorological Society. A public appeal was launched to fund its construction. Queen Victoria is known to have given a generous sum, but there were also other sponsors. Between 1883, when the observatory opened, and 1904, when its closure was announced, meteorologists at the site undertook detailed weather observations. They gathered comprehensive information about atmospheric phenomena.

B. The observations were published in the *Transactions of the Royal Society of Edinburgh* and they are some of the most detailed records of the weather in the Victorian era. But what was it like to live and work on Ben Nevis? The weather conditions were severe: 100 mph winds were common, the temperature would sometimes drop to –15°C, and the weathermen lived “inside a cloud” for most of the year. One winter, heavy blizzards left the summit covered in a 5 ft (1.5 m) layer of snow and they found themselves snowed in, so they had no other choice but to undertake the exhausting task of digging tunnels to leave the observatory. Despite the harsh conditions on Ben Nevis, the meteorologists carried on with their work. Due to a lack of public funding and private donations, the weather station ceased operating in October 1904, though the outcome of the meteorologists’ work lives on.

C. The ambition of the meteorologists was to make the data they collected accessible to aid weather forecasting and mountain meteorology. Following the closure of the observatory, the data lay hidden in dusty archives for a long time. However, they were recently republished in digital form. More than 3,500 volunteers accomplished the digitization in less than three months. This success may result from the fact that the story of the meteorologists living in such a remote observatory and hostile environment was a wonderful inspiration. The undertaking received extensive media coverage. Social media were most helpful in spreading information about the digitization and providing regular updates on its progress.

Na podstawie: rmets.onlinelibrary.wiley.com; www.bbc.com

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–4)

Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w każdą lukę (5.1.–5.4.) literę, którą oznaczono brakujący fragment (A–E), tak aby otrzymać spójny i logiczny tekst.

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





CHALKING DAY

It's early morning and I am standing in the valley near the village of Uffington in Oxfordshire, England, looking up at the high curve of grassland above me. One thing dominates the view. Across the side of the hill runs an enormous white stick figure, a horse cut from the chalk. It has a thin body, a curiously long tail and a round eye set in a square head. This is the Uffington White Horse, the oldest of the English hill figures, the size of a football field and visible from 20 miles away. **5.1.** _____ They are volunteers who are coming to clean it.

It's chalking day, a cleaning ritual that has happened here regularly for three millennia. Hammers, buckets of chalk and kneepads are handed out, and then everyone is allocated an area. **5.2.** _____ Commenting on the job they are doing, one of the participants jokes: "It's the world's largest colouring book."

"Chalking" the horse was already an ancient custom when the historian Francis Wise wrote about it in 1736. **5.3.** _____ These days, it's a quieter event. The only sounds are the wind, distant birdsong and the thumping of hammers on the chalk. Still, the tradition of maintaining the horse's elegant lines and clearing it of weeds is continued. The volunteers of today are following in the footsteps of the ancients, caring for the horse in much the same way as it was done 3,000 years ago.

It might seem strange that the horse has such an unstable form, which tends to disappear slowly with the passing of time. **5.4.** _____ The need to maintain it might have been the horse's original function – to gather people to do a common task. Today's cleaning is thus an echo of an early ritual.

Na podstawie: www.smithsonianmag.com
Źródła: kottke.org; www.nationaltrust.org.uk

A. Back then, thousands of people used to come for the chalking every four years, after which they held a fair, with dancing and singing, in the circle of a prehistoric fort nearby.

B. Looking at the lower part of the slope, I notice the small figures of people climbing slowly towards the hillside where the chalk horse is.

C. For example, during World War II, it was covered over with grass and leaves so that Luftwaffe bombers couldn't use it for navigation.

D. Archaeologists, however, believe this could have been intentional, as from the start the horse required regular upkeep to stay visible.

E. The cleaners, commonly called "chalkers", kneel and whiten the stony pathways with chalk inch by inch.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–5)

Przeczytaj dwa teksty związane ze sztukami Szekspira. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

Tekst 1.

HIGH EXPECTATIONS

Jason knew perfection. Unlike for most people, for him perfection wasn't some distant horizon. Anything he did, he did well. A lot of people might find this annoying, even unpleasant. But not me. He was just who I needed.

I had known this from the first day we met in English class. We'd been put into groups to do an assignment on *Macbeth*, it was me and Jason and another girl named Amy Richmond, who, after we pulled our desks together, promptly announced she was "no good at this" and put her head down on her backpack. A second later, she was sound asleep. Jason just looked at her. "Well," he said, opening his textbook, "I guess we should get started."

I was in a silent phase. Words weren't coming to me well. And *Macbeth* had totally mystified me. I'd spent the entire weekend struggling with the archaic language and weird names of the characters, unable to even figure out the most basic aspects of the story.

Luckily for me, Jason, who was not about to leave his grade in someone else's hands, was used to taking control of group work. "First," he said to me, "let's just get down the basic themes of the play." I nodded. All around us I could hear our classmates chattering, the voice of our English teacher telling us again to please settle down.

Jason wrote down a few lines on his page. His handwriting was clean, block-style, and he moved across the page quickly. Murder. Power. Marriage. Revenge. Prophecy. Politics. Then he stopped and looked at me. "What else?" he asked.

I glanced back down at my book, as if somehow the words there would suddenly form together into something logical. I could feel Jason looking at me, not unkindly, just waiting for me to contribute.

"I don't…" I said finally. "I don't understand it. It's totally confusing."

"Look," he said, "it's not as complicated as you think. The key to really understanding the plot is to start with prophecy about what's going to happen…" He started turning pages in his book, still talking, and pointed out a passage to me. Then he read it aloud, and as his finger moved across the words it was like he changed them, magically, and suddenly they made sense.

And I felt comfort. All I'd wanted for so long was for someone to explain everything that had happened to me in the same way. To label it neatly on a page: this leads to this, and this leads to this. I knew, deep down, it was more complicated than that, but watching Jason, I was hopeful. He took the mess that was *Macbeth* and fixed it, and I had to wonder if he might, in some small way, be able to do the same for me.

Na podstawie: www.studynovels.com

6.1. The narrator had a problem with the group work assignment because she

A. felt too sleepy to concentrate on group work.
B. had not spent enough time preparing for the lesson.
C. found the storyline of *Macbeth* difficult to understand.
D. was unable to speak as she felt scared in Jason's presence.

6.2. When Jason was in charge of the group, the narrator

A. asked him a number of questions.
B. was annoyed by his unfriendly attitude.
C. did not expect him to have any success.
D. was impressed with the way he approached the text.

6.3. In the last paragraph, the narrator

A. explains why she identified with the main character in the play.
B. shows how Jason did his best to succeed in whatever he did.
C. draws a conclusion from Jason's skill in explaining *Macbeth* clearly.
D. presents a complicated series of interpretations of the text.

Tekst 2.

ARE SHAKESPEARE'S PLAYS BETTER ON iPADS?

Cambridge University Press and software developer Agant have launched two iPad applications for Shakespeare's most famous plays: *Macbeth* and *Romeo and Juliet*. Both apps include the full texts of the plays, along with audio performances, photographs, plot summaries, notes and articles by experts. They also offer diagrams showing the relationships between the characters in any given scene. Moreover, there are 'themelines' to show how key themes wind their way through the texts. These apps are about making Shakespeare accessible to everyone.

Films weren't included, since it is the text which is at the core of both apps and that delights the experts. One of them said: "We feel that if the apps take people away from the play too much, they're not doing the job we want them to do. If you include films, people won't look at the text. I'm sure that physically you can't watch and read at the same time. If you have audio playing along with the text, you can study the text and get a better understanding of the words."

As part of the development of the apps, eighty-five girls from St Mary's School tested them. Their Headmistress spoke about the experience, saying that all of her students were incredibly positive about using them. She praised the diagrams showing the relationships between characters, as well as the functionality which allows users to listen to the audio performance in the background, while making notes in another application. "For young people to use technology like this is basically another way of making Shakespeare cool," she said. "The girls are coming to the end of Act 3 of *Romeo and Juliet* this term. They are very excited and cannot wait to get back to the text after half-term."

Na podstawie: www.guardian.co.uk

6.4. Experts are pleased with the new iPad applications because

A. their reviews of Shakespeare's plays are included in the apps.

B. users can add their own comments and improvements.

C. it is possible to read and watch the play at the same time.

D. the text can be better understood thanks to some features of the apps.

6.5. In the test of the applications at St Mary's School, the apps

A. were less popular than the Headmistress had expected.

B. were more effective for some students than for others.

C. made Shakespeare more appealing to students.

D. did not function properly due to audio failure.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 7. (0–4)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

WOULD YOU FANCY HAVING A BITE?

When you're hungry, sometimes a sandwich is exactly what you need. Sandwiches are nutritious and appetizing, so it's no **7.1.** _____ that they are one of the most popular lunch choices today.

As the story goes, the sandwich we are familiar with and love today was created in 1762 in England. Most food historians agree that the name 'sandwich' is connected to John Montagu, the 4th Earl of Sandwich, who spent many hours at the card table. During one of his long days of gambling, he requested something from the kitchen that he could eat with his hands, without needing to leave his seat. He **7.2.** _____ two pieces of bread with meat in the middle. From that day forward, the sandwich began making its way throughout England.

However, it took a long time for the sandwich to make it to America. The first sandwich was featured in an American cookbook in 1815, **7.3.** _____ it wasn't exactly the same type of sandwich as in England. In America, different varieties of sandwiches were created. One of them was referred to as the 'hoggie'. The owner of a grocery shop on Hog Island, Philadelphia, is believed to **7.4.** _____ the 'hoggie' about 50 years ago. Apparently, one day a police officer came to the shop complaining that his wife hadn't packed him his lunch, so they offered him a loaf of bread cut in half and filled with meat, olives, onions, lettuce, tomatoes and sauce. And in this way the 'hoggie' was born.

Na podstawie: cellones.com

7.1.

A. chance
B. reason
C. wonder
D. possibility

7.2.

A. brought
B. has brought
C. was brought
D. has been brought

7.3.

A. besides
B. despite
C. instead
D. though

7.4.

A. being popularized
B. have popularized
C. be popularized
D. popularize

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–4)

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

clear	concern	follow	harm	important	prepare

WHY DO POLAR BEARS HAVE BLACK SKIN?

Pictures of polar bears often show white bears in white surroundings. In some languages, they are even known as ‘ice bears’ or ‘white bears’. However, the truth **8.1.** _____ the colours of a polar bear is more complex than most people think.

New-born polar bear cubs fit within the palm of your hand; they are blind and toothless, with pink skin showing through a short white fuzz. Even their little noses and foot pads are pink! But at the age of 3–4 months, their pink skin turns black. Because of their thickening coat of fur, the now black skin is **8.2.** _____ seen only on their nose, lips, and foot pads. Having black skin is of great **8.3.** _____ to the bears. First, darker colours are better at absorbing heat from the sun, which is an advantage to a polar bear trying to stay warm in the Arctic. Second, dark colours give better protection against **8.4.** _____ UV radiation from the sun. The sunlight polar bears are exposed to is intensified when it is reflected off the snow, ice and water that make up the bears’ environment.

Na podstawie: polarbearsinternational.org

Zadanie 9. (0–4)

Uzupełnij zdania 9.1.–9.4., wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

<u>Uwaga:</u> w każdą lukę możesz wpisać <u>maksymalnie pięć</u> wyrazów, wliczając w to wyrazy już podane.

9.1. Since we (*be / not / inform*) _____

the change of location yesterday, we won't be able to get there on time.

9.2. It is common knowledge that rising temperatures have been responsible for melting polar ice caps for quite some time, and the process (*be / like / continue*) _____

_____.

9.3. I think we should stop (*talk / Peter / idea*) _____

_____. We have spent plenty of time discussing it. Let's see what other people have suggested.

9.4. If I were one of the organizers, I (*deal / problem*) _____

_____ first thing tomorrow morning.

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. W dobie nowoczesnych technologii pojawił się pomysł, aby zajęcia na uczelniach odbywały się wyłącznie w trybie online. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony tego rozwiązania.

2. Obecnie większość ludzi nie zna bliżej swoich sąsiadów. Napisz **list** do gazety anglojęzycznej, w którym omówisz korzyści płynące z budowania relacji z sąsiadami, oraz przedstawisz swój pomysł na akcję, która byłaby okazją do sąsiedzkich spotkań.

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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*)

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