CENTRALNA KOMISJA EGZAMINACYJNA

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

WYPEŁNIA ZDAJĄCY

KOD | | | |

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

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

Egzamin maturalny ***Formuła 2023***

JĘZYK ANGIELSKI

Poziom podstawowy

Symbol arkusza
MJAP-P0-**100**-2605

DATA: **6 maja 2026 r.**

GODZINA ROZPOCZĘCIA: **9:00**

CZAS TRWANIA: **120 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **60**

Przed rozpoczęciem pracy z arkuszem egzaminacyjnym

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

Układ graficzny
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Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 21 stron (zadania 1–12). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Na pierwszej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
3. Nagrania do zadań od 1. do 3. zostaną odtworzone dwukrotnie.
4. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
5. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
6. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
7. Symbol zamieszczony przy zadaniu zamkniętym oznacza, że rozwiązanie tego zadania musisz przenieść na kartę odpowiedzi. Ocenie podlegają wyłącznie rozwiązania zaznaczone na karcie odpowiedzi.
8. Aby zaznaczyć rozwiązania w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem ◉ i zaznacz właściwe pole.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

Zadania egzaminacyjne są wydrukowane na następnych stronach.

Zadanie 1. (0–5)

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

The speaker

A. talks about a paper structure that he/she saw on a trip.
B. describes how he/she created various paper structures.
C. is a creator of videos which he/she shares online.
D. is going to show visitors around a place.
E. advertises products made of paper.
F. explains the rules of a competition.

1.1.	1.2.	1.3.	1.4.	1.5.

Zadanie 2. (0–6)

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

Tekst 1.

2.1. The woman is talking about

A. a mystery which has been solved.
B. a statue widely believed to have magical powers.
C. an object which will soon be moved to another place.

Tekst 2. (do zadań 2.2. i 2.3.)

2.2. Why is John so excited?

A. He is meeting a group of famous footballers.
B. He is going on a tour of a newly-built football stadium.
C. He is visiting a place which is important to football fans.

2.3. Where is John at the moment?

A. in a flat
B. in a tunnel
C. in a garden

Tekst 3. (do zadań 2.4.–2.6.)

2.4. Jess decided to do a new thing every day because she

A. had been inspired by her co-workers.
B. had missed having face-to-face contact with others.
C. had recently lost her job.

2.5. What did Jess <u>not</u> do during her 100-day challenge?

A. go sailing
B. play chess
C. travel by plane

2.6. When answering the last question, Jess

A. describes how she will prepare for her mountain challenge.
B. gives an example of a challenge she is certainly not going to try.
C. suggests she is not sure what specific challenge she will choose next.

Zadanie 3. (0–4)

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

Come to our fun workshop and learn the art of making jewellery!

Date: Saturday, 20th June

Time: 10 a.m. – 2 p.m.

Number of participants – up to **3.1.** _____.

Cost: £50 per person

3.2. _____ used for protection NOT INCLUDED.

Don't miss this chance to create a silver bracelet and matching

3.3. _____.

Location: *The Shine Studio* on Magnolia Street – opposite the

3.4. _____.

Contact Patricia Whylie, phone number: 012 345 678

Book now, and let your creativity shine!

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

Zadanie 4. (0–4)

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej oznaczonej części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą kratkę.
Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

A. HOW DID THE SHIP BECOME A TOURIST ATTRACTION?
B. WHY WAS THE SHIP CALLED THE *CUTTY SARK*?
C. WHAT CONTEST DID THE SHIP TAKE PART IN?
D. WHY DID THE SHIP STOP CARRYING TEA?
E. WHICH RECORDS DID THE SHIP BREAK?
F. WHY WERE CLIPPERS BUILT?

THE *CUTTY SARK* – A FAMOUS SHIP

4.1.	

In the 19th century, tea from China became so popular in England that most families drank it at least twice a day. To be on regular sale in English shops, it had to be transported quickly from China, and in huge quantities. To achieve this aim, special ships, called clippers, were constructed. These were very fast sailing ships, and one of them was the *Cutty Sark*.

4.2.	

The *Cutty Sark* was famous for its speed, and every year it competed in the “tea race”. This was a challenge to see which clipper could transport a cargo of fresh tea from China to England in the shortest time. The British public was fascinated by these races, so the newspapers gave daily reports on the ships’ progress. The *Cutty Sark* was never the first to cross the finishing line, but it was always among the leaders.

4.3.	

In 1869, the same year that the *Cutty Sark* was built, the Suez Canal, connecting the Mediterranean Sea and the Red Sea, was opened. It created a much shorter route to the Far East. However, clippers, such as the *Cutty Sark*, could not use it as they depended on strong ocean winds. Around the same time, a new type of ship, the steamship, began to transport tea and by the late 1870s, the *Cutty Sark*, along with the other clippers, had been pushed out of the tea business.

4.4.	

A Portuguese company bought the *Cutty Sark*. They used it as a cargo ship which sailed between Portugal and Africa. After some time, the ship was unable to continue sailing, and it seemed that its life was over. However, in 1923, a retired ship’s captain, Wilfred Dowman, bought the old clipper. And some years later, in 1951, the National Maritime Museum in Greenwich provided funds to renovate the ship. Now it is a museum visited by people from all around the world.

Na podstawie: www.rmg.co.uk

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (0–7)

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

Tekst A

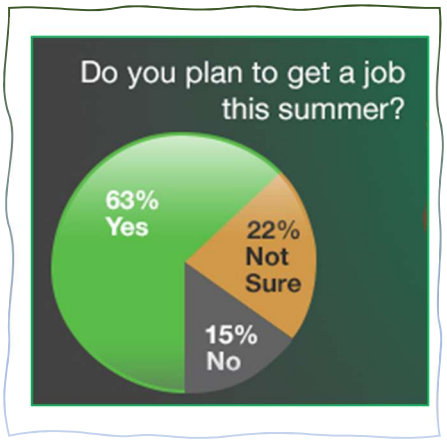
John's Blog

The summer holidays are approaching fast, and I'm going to get my first job. You can do the same. Check out the options below and let me know in the comments which one you prefer.

- What could be more fun than summer festivals? These events are held in towns across the country every summer, and with them come some great summer jobs for teenagers. As a festival worker, you might sell tickets, work at a registration table, or provide information to visitors.
- Summer is the most popular holiday season, which means a lot of house-sitters are needed. The work mainly involves visiting a neighbour's home while they are away so their house doesn't appear empty. Additionally, you may be asked to take care of their plants, or to keep an eye on the post. It's an easy job, and it won't take you much time.
- If you love video games, being a video game tester may be your ideal summer job. You can even work from your own room! Video game companies depend on testers to discover problems before their games go onto the market. You'll need to have your own gaming equipment, but sometimes the company sends you everything you need. You'll have to report any problems you run into while playing the game.

Na podstawie: www.lovetoknow.com, www.blog.expresspros.com, www.snagajob.com

Tekst B



SURVEY

The results of a survey carried out among secondary school students reveal that they often plan to get a job during the summer months to earn some cash. But working over the summer break can benefit teens in many other ways, too. They can gain valuable life skills, because having a job often makes them more confident and teaches them how to manage their time and work in a team. It would be interesting to know if the same survey conducted among university students would give similar results.

Na podstawie: www.jacolorado.org, www.dontwasteyourmoney.com

Tekst C

Alex
16.04.
2:15 p.m.

I worked as a library assistant. I loved it because there was always something to do and I also enjoyed learning about new books. However, the summer that year was really hot and the library didn't have air conditioning, so at times I found working there uncomfortable.

Paul
16.04.
3:44 p.m.

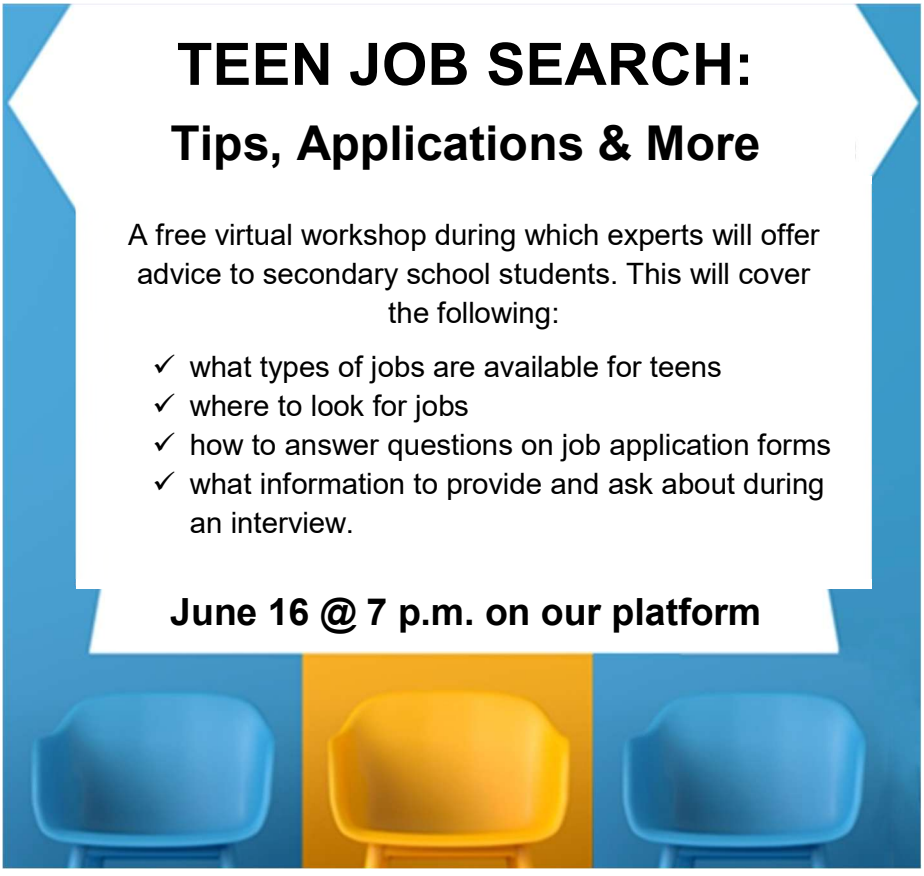
My first holiday job was helping my elderly neighbours in their garden. The problem was that they didn't pay me in cash, but just gave me some vegetables to take home. Although I liked working outdoors, I was not very happy about this arrangement, because at that time I was saving up to buy a smartwatch.

Mark
16.04.
4:10 p.m.

Getting a summer job wasn't easy. I applied at a pizza place and at a café, but I wasn't old enough to do most of the duties. With my neighbour's help, however, I got a job as a "standardized patient" at the local hospital. My job was to play the role of a patient so that medical students could practise their communication skills on me. The money was good, but I sometimes found it hard to understand their questions.

Na podstawie: www.quora.com

Tekst D



Na podstawie: www.bronxvillelibrary.org

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

5.1.	This text is about an event which is related to finding a job.	
5.2.	From this text we learn about both the pros and cons of some summer jobs.	
5.3.	This text includes information about a job which can be done without leaving your home.	

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

Przeczytaj wiadomość Roberta do Anny. Uzupełnij luki 5.4.–5.7. zgodnie z treścią tekstów (A–D), tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim.
<u>Uwaga:</u> w każdą lukę można wpisać <u>maksymalnie sześć</u> wyrazów.

Hi Anna,

I've finally made up my mind to get a job this summer. Last week I saw the results of a survey which say that only **5.4.** _____ are definitely not going to work during the summer holidays. I don't want to be one of them. The commentary to this survey confirms that having a job can be beneficial. Apart from the money you earn, you become more sure of yourself and also learn **5.5.** _____, for example how to improve your time management, but I must admit that cash is also important to me.

I would like to become a video game tester. If that doesn't work out, I have another option. I could be a **5.6.** _____ when my neighbours go on holiday.

I hope I'll earn enough this summer to buy some new games. I've read that one teenager **5.7.** _____ instead of money for his work. I wouldn't want anything like that to happen to me!

How about your holidays?

Write soon!

Robert

Zadanie 6. (0–5)

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

I landed in Memphis, Tennessee.

You may wonder why I was there.

There are people who have no homes. And I wanted to help. That's the reason that convinced my dad to allow me to go. He even made a donation to the *Homes from the Heart Summer Program for Teens.*

Somewhere near baggage reclaim, I started looking for a sign with my name on it. I collected my suitcase, but there was no sign.

Instinctively, I reached into my backpack, looking for the little compartment designed to hold my cell phone. It was empty.

It's one of the rules for all teen volunteers: no cell phones. But even if I'd taken my cell phone to Tennessee, who would I call to ask for help? I was standing in the middle of the huge arrivals hall and I didn't know anybody. Finally, I saw it: H. EVANS.

The man holding the sign was tall with red hair and a red beard. I walked towards him and introduced myself. "I'm Harper Evans."

"Nice to meet you. I'm Linus." He stuck out his hand, and I shook it. "Welcome to Memphis. I'm your group leader for the summer," he said.

I knew this already. I had read the short paragraph about him that had come with the paperwork. Linus Devereaux. I learned that he'd built homes in Alaska, Mississippi, the Florida Gulf Coast, South Dakota, Haiti, and the Congo.

We walked through the terminal until we reached the baggage reclaim area for another airline, and then Linus took out a sign that said F. GREGORY.

"We've got lots of city kids coming. Kids from all over the world," he told me. "There's plenty to learn, but we'll help you at any stage. We'll be on the road soon, but we've just got to wait for two more volunteers."

Dad and I have an arrangement. Whenever I go somewhere, I call to tell him that I arrived safely. I sat down on my suitcase and grabbed my backpack. And again I reached for the phone that wasn't there. It was a reflex. An addiction.

Linus noticed what I'd done and pulled out a cell phone from the leather case attached to his belt, and threw it to me. I caught it one-handed.

"Call your father," he said.

That was impressive! I hadn't said a word about it. I was just thinking about how I needed to call dad.

I stepped outside into the Tennessee heat. Dad answered straight away and sounded relieved when he heard my voice.

Na podstawie: Dana Reinhardt, *How to Build a House*, New York 2008.

6.1. Harper Evans went to Tennessee

A. to find some teen volunteers to join her group.
B. to look for new summer accommodation.
C. to do something good for people in need.
D. to help her father with his program.

6.2. At the airport, it took Harper some time to find

A. the sign with the group leader's name.
B. the person who was sent to meet her.
C. the suitcase she had taken with her.
D. the phone she had in her backpack.

6.3. From the text we learn that

A. Harper was aware of who Linus was.
B. Linus was surprised when he saw Harper.
C. Harper was expecting another person to meet her.
D. Linus had no experience of working with volunteers.

6.4. Linus gave Harper his phone

A. as soon as she told him she wanted to make a call.
B. before he asked her to walk away for a while.
C. after he realized she wanted to call her dad.
D. when they saw another volunteer.

6.5. Which is the best title for the story?

A. VOLUNTEERS MEET EACH OTHER AGAIN
B. SEARCHING FOR A MISSING FRIEND
C. A PHONE LOST AT THE AIRPORT
D. A SUMMER OF VOLUNTEERING BEGINS

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 7. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (7.1.–7.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst.
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

MISTAKEN MICHELIN STAR

Every year, the well-known Michelin company publishes a guide to restaurants that have been awarded the highly respected Michelin stars. **7.1.** ____ She didn't own a large and expensive restaurant. Her bistro in Bourges, a small town in France, is a cosy place with 20 tables, which mostly serves inexpensive lunches to local workers. The chef works part-time, and Mrs Jacquet is the only other member of staff, so getting a Michelin star seemed impossible. The mystery was quickly solved. **7.2.** ____ But that one was in Paris. After the guide was published, both restaurants received many calls from confused customers. One of them asked the owner of the Parisian restaurant, Aymeric Dreux, if he had opened a second restaurant in Bourges. He had no idea what the caller was talking about. **7.3.** ____ They had a good laugh together about what had happened. He invited Mrs Jacquet and her chef to have dinner at his restaurant in Paris. The following month, they travelled to Paris and enjoyed a luxurious meal as honoured guests of Aymeric Dreux. **7.4.** ____ It is not known if he has ever taken up the offer!

Na podstawie: www.nytimes.com

A. But minutes later Michelin contacted him to explain the mistake, and the same day Mr Dreux phoned Mrs Jacquet.
B. It turned out that the award was meant for another restaurant with the same name.
C. Finally, Véronique Jacquet remembered a strange visit from a restaurant critic two months before.
D. In return, they promised Mr Dreux a free lunch at the bistro in Bourges.
E. When Véronique Jacquet heard on the local radio that her restaurant had just got one, she laughed.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–3)

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

8.1.

X: Would you like to go cycling with me tomorrow?
Y: Sure! When exactly?
X: _____ I'm free all day.

A. For as long as you wish.
B. Whenever you want.
C. Every now and then.

8.2.

X: I've found these two dresses that suit me, but I can't afford to buy both of them. _____
Y: In my opinion, the blue one is much better.

A. Which one do you have to choose?
B. Which one would you choose?
C. Which one was chosen?

8.3.

X: How many chairs do we have in the living room for the guests?
Y: _____
X: So I'll bring some more from the garage.

A. Plenty, in my opinion.
B. Enough, I think.
C. Too few, I'm afraid.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–4)

W zadaniach 9.1.–9.4. spośród podanych opcji wybierz tę, która najlepiej oddaje sens wyróżnionego fragmentu zdania. Zakreśl jedną z liter: A, B albo C.

9.1. The way he behaved **made me angry**.

A. annoyed me
B. confused me
C. entertained me

9.2. **It hardly ever rains** in this part of the country.

A. It often rains heavily
B. There is some rain
C. Rain is very rare

9.3. Press the yellow button **in order to** get a ticket.

A. unless you need to
B. as soon as you
C. if you want to

9.4. **I last talked to Mary during** our graduation ceremony.

A. I never talked to Mary before
B. I haven't talked to Mary since
C. I didn't talk to Mary at

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 10. (0–3)

Przeczytaj tekst. Uzupełnij go, wpisując w każdą lukę (10.1.–10.3.) jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

actual	eat	give	leaf

MIRACLE BERRY

Have you ever heard of a fruit called the “miracle berry”? Miracle berry plants come from Africa. They have shiny green **10.1.** _____ and small red berries which are about the size of a cranberry and have a slightly sweet taste. Does that sound a bit boring? Well, you experience the real magic of miracle berries after **10.2.** _____ them. Because of a chemical that the berries contain, all other food tastes sweet for some time. What may seem to be just a cool trick might **10.3.** _____ be very useful. For example, people who are ill often lose their appetite, but miracle berries help them enjoy food again.

Na podstawie: www.eureka-farms.com
Źródło: www.wikipedia.org

Zadanie 11. (0–3)

Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (11.1.–11.3.). W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.
Uwaga: nie zmieniaj formy podanych wyrazów.

11.1. I'm free today, so if you want to meet for lunch, please tell me.

LET

I'm free today so _____
if you want to meet for lunch.

11.2. He found the weather in Berlin surprising. It was December, but the temperature was quite high.

BY

He _____
the weather in Berlin. It was December, but the temperature was quite high.

11.3. All the seats were taken, so we had to stand for the whole journey.

FREE

There _____ seats,
so we had to stand for the whole journey.

Zadanie 12. (0–12)

W zeszłym tygodniu odwiedziłeś/odwiedziłaś miejsce, w którym ostatni raz byłeś/byłaś jako dziecko. W e-mailu do koleżanki z Anglii:

- **poinformuj, dlaczego odwiedziłeś/odwiedziłaś to miejsce ponownie**
- **napisz, co się zmieniło w tym miejscu od Twojej wizyty w dzieciństwie**
- **zrelacjonuj, co wydarzyło się podczas Twojej wizyty w tym miejscu w zeszłym tygodniu**
- **zaproponuj koleżance odwiedzenie tego miejsca i wyjaśnij, jak do niego dotrzeć.**

*Napisz swoją wypowiedź w języku angielskim. Podpisz się jako **XYZ**.*
***Rozwiń** swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić **od 100 do 150 wyrazów** (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność **pełnego** przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).*

CZYSTOPIS

Dear Kate,
Last week I visited a place which I hadn't been to since I was little.

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Treść	Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
0-1-2-3-4-5	0-1-2	0-1-2-3	0-1-2	

BRUDNOPIS (*nie podlega ocenie*)

JĘZYK ANGIELSKI
Poziom podstawowy
Formuła 2023

JĘZYK ANGIELSKI
Poziom podstawowy
Formuła 2023

JĘZYK ANGIELSKI
Poziom podstawowy
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