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 podstawowy

Symbol arkusza
EJAP-P0-**100**-2605

DATA: **6 maja 2026 r.**

GODZINA ROZPOCZĘCIA: **9:00**

CZAS TRWANIA: **120 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 15 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 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.

Zadanie 1. (0–5)

Usłyszysz dwukrotnie wywiad z pisarką. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

		T	F
1.1.	At the age of 15 Beth won a prize for her book.		
1.2.	Beth's parents thought she should go to university.		
1.3.	Currently, Beth is a full-time writer.		
1.4.	Comments from online readers made Beth more confident about her writing skills.		
1.5.	Beth is disappointed with the movie adaptation of her book.		

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z papierem. 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.

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.

2.1.	**2.2.**	**2.3.**	**2.4.**	**2.5.**

Zadanie 3. (0–5)

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

Tekst 1.

3.1. 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.

3.2. Where is John at the moment?

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

Tekst 3.

3.3. The news item is about

A. a problem on one of the world's most popular beaches.
B. a new beach shop for surfers.
C. an opportunity available to beachgoers.

Tekst 4.

3.4. What is the man doing at the moment?

A. selling a set of expensive furniture
B. taking part in a phone-in programme
C. interviewing a home decoration expert

Tekst 5.

3.5. According to the speaker, Van Kannel invented a new type of doors because

A. certain women inspired him.
B. his ambition was to become famous.
C. he felt uncomfortable in some situations.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 3. 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. (0–3)

Przeczytaj trzy teksty związane z superbohaterami. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

BROOKLYN SUPERHERO SUPPLY COMPANY

Do you feel that your life is missing a bit of excitement? Well, the Brooklyn Superhero Supply Company has all you need! They sell superhero equipment, such as robotic spider drones and awesome glasses which change colours! They also have a special red phone which is a replica of the phone used in the 1960s Batman TV series. I wanted to get it so badly when I was there! It's not cheap, though, so I need to save up.
Moreover, the shop has something really unusual. There's a secret room behind one of the shelves. Once inside it, you'll discover a learning centre for kids. A brilliant idea!
Apart from the phone, I didn't see many things that I actually wanted to buy there, but I loved the shop and can't wait to visit it again.

Na podstawie: www.nerdsontherocks.com

5.1. This text is

A. a review of a place.
B. an advert for a product.
C. a request for information.

Tekst 2.

Superheroes don't just exist in comic books and movies. Recently, the news has shown a number of stories about London's own superhero. Wearing a black mask to hide his identity, he patrols certain areas in the evenings and he has saved many people from being robbed. Newspapers initially referred to the masked man as "Bromley Batman", but then he informed the press that he wanted to be called "The Shadow". The man's identity is still unknown, but he's been active for around three years. So far, several people have contacted journalists, saying that "The Shadow" has helped them.

Na podstawie: www.wired.co.uk

5.2. Which is the best title for the text?

A. MULTIPLE ROBBERIES BY A MASKED CRIMINAL
B. SUPERHERO'S TRUE IDENTITY DISCOVERED
C. A MYSTERIOUS CRIME FIGHTER AT WORK

Tekst 3.

SUPERHERO COMICS – WHAT ARE THEY FOR?

The answer to this question seems simple – they are made to entertain, just like any other stories. But over the past 90 years, another purpose has appeared: teaching values to young readers. Superheroes represent qualities that society sees as good and worth having.
At first, superhero comics were influenced by older crime story magazines called “the pulps”, which were popular among adults in the 1930s. Stories in “the pulps” were often very violent, with heroes who killed criminals without hesitation. However, comic book publishers quickly realized that their audience was often younger, so they changed their superheroes to be more positive role models. By facing enemies and winning battles, superheroes encourage readers to believe in being brave, and doing what is right.

Na podstawie: www.tombrevoort.com

5.3. According to the text, superhero comic stories

A. are more violent than stories in “the pulps”.
B. can have a good influence on young people nowadays.
C. have stayed the same for over 90 years.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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. (0–3)

Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (7.1.–7.3.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst.
Uwaga: dwa zdania zostały podane dodatkowo i nie pasują 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. In return, they promised Mr Dreux a free lunch at the bistro in Bourges. 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. Véronique Jacquet felt from the bottom of her heart that it was unfair and she should have received the award.
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. (0–5)

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

REGENT'S PARK

Regent's Park is one of the most popular green spaces in London. It was opened to the public in 1835. It was named in honour of the Prince Regent, who later **8.1.** _____ King George IV.

The park has plenty of attractions. Theatre lovers can see plays, mostly by Shakespeare, which **8.2.** _____ at the Park's open-air theatre throughout the summer.

London Zoo, with its very popular Penguin Beach, is located in the north-west corner of the Park. On the north side of the Zoo you will find Primrose Hill, which is a unique place to **8.3.** _____ a rest. During the summer months the hill is full of visitors relaxing in the open space and **8.4.** _____ the wonderful views of London.

In 2019, an app for visitors to Regent's Park was created. **8.5.** _____ to the app, you can identify trees that you see in the Park and listen to specially composed music. It is a unique experience. And it's free!

Na podstawie: www.camden-market.org, www.friendsofregentspark.org, www.londontopia.net

8.1.

A. will become
B. became
C. has become

8.2.

A. are performed
B. will perform
C. have performed

8.3.

A. do
B. put
C. have

8.4.

A. giving
B. enjoying
C. looking

8.5.

A. Instead
B. Thanks
C. Despite

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–5)

W zadaniach 9.1.–9.5. 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

9.5. **I didn't see** the beginning of the match because I arrived late at the stadium.

A. I missed
B. I forgot
C. I passed

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 10. (0–10)

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.**

*Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić **od 80 do 130 wyrazów** (nie licząc wyrazów w zdaniu, które jest podane). Oceniane są: umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty). Podpisz się jako **XYZ**.*

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	0-1-2	0-1-2	0-1-2	

BRUDNOPIS (*nie podlega ocenie*)

JĘZYK ANGIELSKI
Poziom podstawowy
Formuła 2015

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