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**-2608

DATA: **24 sierpnia 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 zabawkami. Do każdej wypowiedzi (1.1.–1.5.) 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. suggests an idea for a toy-related gift.
B. wants to find out if his/her toys are valuable.
C. invites people who are keen on toys to attend an event.
D. talks about an event during which some children could choose toys as a prize.
E. advertises a free event during which visitors can design and sell their toys.
F. explains how the popularity of toys is checked.

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. This message is intended for

A. tourists planning to rent a house on an island.
B. pupils wanting to change school.
C. teachers looking for a job.

Tekst 2. (do zadań 2.2. i 2.3.)

2.2. What do we learn about this year's record-breaking group skydive?

A. More people took part in it than last year.
B. It was the second jump by the speaker's grandpa.
C. Some of the skydivers were younger than 70 years old.

2.3. What is the woman going to do?

A. make a meal for her grandpa
B. invite her grandpa to eat out
C. ask her grandpa to have a rest

Tekst 3. (do zadań 2.4.–2.6.)

2.4. Which is TRUE about the shop?

A. It has just been opened.
B. It is located at the bottom of the cliff.
C. It can be visited every day.

2.5. At the shop, customers can

A. buy products which are cheaper than in other shops.
B. pay for the products using cash or an app.
C. choose from a wide range of products.

2.6. The speaker

A. approves of the service offered by the shop.
B. warns listeners against visiting the shop.
C. complains about the location of the shop.

Zadanie 3. (0–4)

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

MISSING CAT!

CAT'S NAME: Mr Sprinkles

LAST SEEN:

on **3.1.** _____ in the morning, on the corner of Silver Street and Park Avenue.

DESCRIPTION:

- a large grey cat with a long fluffy tail and a white spot on **3.2.** _____
- friendly towards people but can be frightened by **3.3.** _____.

CONTACT NUMBERS:

Robert Smith: 300 200 100 or Megan Smith: 310 210 110.



REWARD FOR THE FINDER!

3.4. _____

and huge smiles from the owners

PLEASE HELP US FIND HIM!
WE MISS HIM AND LOVE HIM A LOT!

Źródło ilustracji: fr.wikipedia.org

PRZENIEŚ ROZWIĄZANIA ZADAŃ <u>1. ORAZ 2.</u> 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. DOUBTS WHILE CREATING THE SONG
B. AN UNEXPECTED INSPIRATION FOR THE SONG
C. MONEY ISSUES WHILE MAKING THE MUSIC VIDEO
D. A SIGNIFICANT INFLUENCE ON OTHER MUSICIANS
E. ROCK STARS PERFORMING LIVE IN A STORE
F. THE IMMEDIATE SUCCESS OF THE SONG

MONEY FOR NOTHING – THE STORY BEHIND THE SONG

4.1.	

The story begins with Mark Knopfler, the lead guitarist and vocalist of the band Dire Straits, stopping in New York City at an electronics store. While he was there, quite by accident he overheard a conversation between two workers who were watching music videos on the store's television sets. One of the men was complaining about how rock stars seemed to make "money for nothing". That comment gave Knopfler the idea for his next song.

4.2.	

Knopfler brought this idea to his band and he also contacted Sting, the lead vocalist of The Police. The artists worked together to compose the melody and write the lyrics of *Money for Nothing*. Neither of them was sure about the reaction of the public to their new song. Knopfler admits that while they were making the recording, he often asked himself the question, "Will the song be successful?"

4.3.	

Money for Nothing was released in 1985 as part of the album *Brothers in Arms*. The song's characteristic guitar melody, energetic beat and satirical lyrics about the music scene made it an overnight hit. A key factor in the song's instant popularity was the accompanying music video, which included computer-generated animation.

4.4.	

Today *Money for Nothing* is considered a rock classic and it has had a huge effect on the music industry. As you might expect, the song has inspired songwriters and musicians in various ways over the years. 35 artists have used various elements of *Money for Nothing* in their songs. None of them, however, have matched the success of the original.

Na podstawie: www.rockpasta.com

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

THE RIGHT SPORTS SHOES: FAQS

Q: When should I try on sneakers?

A: Remember that your feet get bigger when you do physical exercise. So, to avoid getting sports shoes which are too small for you, we recommend doing a training session before going shopping.

Q: When should I buy a new pair of sneakers?

A: After 500 kilometres of jogging or 300 hours of exercise.



Na podstawie: www.footcaremd.org

Tekst B

SNEAKERS, SNEAKERS EVERYWHERE

My father lent me a thousand dollars and I was able to make a huge order. Soon the sneakers were delivered to our house. I carried the cartons down to the basement and opened them one by one. Each carton held thirty pairs and each pair was wrapped in cellophane. Within minutes the basement was filled with sneakers. I admired them, played with them. Finally, I tried on a pair. I ran in circles around the basement. I jumped for joy. Days later a letter came from Mr. Miyazaki. Yes, he said, you can be the distributor of these sports shoes in the West. That was all I needed. I quit my job and all that spring I did nothing but sell sneakers out of my car. I had no idea that this would lead to the start of my own sports shoe company.

Na podstawie: Phil Knight, *Shoe Dog: A Memoir by the Creator of Nike*, New York 2018.

Tekst C

SOLESTAR

Did you know that 97% of sports shoes end up in the trash? *SoleStar* intends to change that. Our sneakers are made from various sorts of recycled materials like coconut shells, yoga mats and old bottles.

But that's not all! *SoleStar* sneakers are waterproof and made to last for two million steps, which is almost a thousand kilometres! No other sneakers can match them.

Join us in the green revolution! Bring us your old sneakers to save up to $65 on each pair of *SoleStar* sneakers.

Choose *SoleStar* and step into the future of sports shoes.

Visit our shops in all major cities.

Na podstawie: www.thousandfell.com

Tekst D

Fit Footwear has a very user-friendly website with a huge choice of sports shoes. It's the most convenient way to shop for sneakers. Their shop, located in the shopping mall, is also great – you just sit on a comfortable sofa and look through the shop's range of sneakers on a tablet to select a pair you want to try on. A few minutes later, a staff member brings them out to you. They can also advise you on what shoes suit you best. What's more, in the shop there is a device which scans customers' feet and gives very accurate information about how big their shoes should be. I was really impressed!

Na podstawie: www.pl.trustpilot.com

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 an advertisement for high-quality brand sneakers.	
5.2.	This text is about how the author got into the sports footwear business.	
5.3.	The author of this text expresses his/her opinion about a certain place.	

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

Przeczytaj wiadomość Matthew do Ashley. 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 pięć</u> wyrazów.

Hi Ashley,

Of course, I can help you buy a suitable pair of running shoes. I've heard about two good shops where we can start our search. In the first one, there is a special technology which lets you know what **5.4.** _____ is best for you. You'll just sit on a comfortable sofa and tick on a tablet the shoes you'd like to try on. After a few minutes a staff member will bring them to you.

Remember that you should go shopping **5.5.** _____ because that's the best time to try on sports shoes. You'll never enjoy jogging when your shoes are too small.

If they haven't got anything you like in that shop, we could try one of the shops of this new brand I've heard about. They have a completely new approach to sneakers, and it's possible to get a discount if you **5.6.** _____. Their sneakers are made from different kinds of recycled materials. I am thinking of buying a pair from them for myself. I've run **5.7.** _____ in my old shoes and I've learnt that that's the distance after which it is advisable to exchange your sneakers for new ones.

Let me know when we can go shopping together.

Matthew

Zadanie 6. (0–5) 

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

By the time I was seven, my mother and I had changed homes thirteen times. We rented spaces informally, staying at friends' homes while they were on holiday. We finally moved to an apartment just perfect for us on the ground floor of a small building on Channing Avenue in Palo Alto. It was the first place my mother had officially rented. We carried in our things: some kitchen supplies, a desk, and a lamp. But when we looked at the living room, it still seemed empty. The next day, Mom called her ex-husband Steve and asked him for help. He offered her a sofa for free. He had one he didn't need anymore.

A few days later my mother said to me: "My friend Elaine has promised to come over with her van. We're going to Steve's house to pick up the sofa. You can come with us if you want, Lisa." Steve had a house about half an hour away from ours. I'd never been there and I'd only met him a couple of times. My Mom knew Steve was really forgetful so she worried that if we didn't get the sofa soon, he'd throw it away.

Elaine came in the afternoon and after half an hour we got to Steve's house. It had two floors, a dark roof and long windows. We rang the bell and waited, but no one came. My mother tried the front door. "Locked," she said. She walked around the house and tried the back door. "Locked," she called out. She came back to the front, looked up at the windows and saw that one of them was open. "I'm going to try this way," she said. She pulled herself up. I was terrified she would fall. She got inside through the open window and a few seconds later had the front door open. "We're in!" Mom said triumphantly.

A few minutes later my mother and Elaine reappeared holding the sofa between them. They got it through the front door and put it into the back of the van. "Yes! We've done it! Now let's go!" Mom shouted. The next day, Steve called. "Hey, I saw you 'break in' and take the sofa. It was funny!" He had security cameras which monitored his house, and had watched the whole thing. "Yes, I did, because you said I could come and get the sofa," Mom replied in a slightly annoyed tone. "I was busy at work the whole day. I'd totally forgotten about our arrangement. But it seems you managed to deal with it on your own," Steve laughed.

Na podstawie: Lisa Brennan-Jobs, *Small Fry*, New York 2019.

6.1. From the first paragraph, we learn that the author of the text and her mother

A. sometimes spent their holidays with friends.
B. needed a lot of space for their furniture.
C. bought an apartment in Palo Alto.
D. often moved from place to place.

6.2. Who provided the transport for the sofa?

A. the friend of the author's mother
B. the owner of the sofa
C. the author's mother
D. the author

6.3. How did the author's mother get into Steve's house?

A. She climbed in through a window.
B. She went through the back door.
C. She rang the doorbell and was let in.
D. She found the front door open and walked inside.

6.4. What was Steve's reaction to the women taking the sofa?

A. He felt disappointed.
B. He found it amusing.
C. He was shocked.
D. He got angry.

6.5. Which is the best title for the story?

A. A MEETING WITH A HOUSE OWNER
B. A PROBLEM WHILE BUYING A SOFA
C. A SEARCH FOR THE PERFECT APARTMENT
D. A SOLUTION TO A FURNITURE DELIVERY PROBLEM

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.

MEETING THE QUEEN

The story of Queen Elizabeth II meeting two American tourists shows the fun-loving side of her personality.

One day the monarch was out in the hills near her Scottish castle at Balmoral. She was with her protection officer, Richard Griffin. Two Americans, who were on a walking holiday, went up to her. **7.1.** _____ First, the man asked the Queen where she lived, so she replied "London", adding that she had a holiday home just over the hill. Aware that Balmoral Castle was nearby, the tourist then asked her if she had ever met Queen Elizabeth II. **7.2.** _____ When the tourist heard that answer, he turned to Richard and wanted to know what the monarch was like in person. Richard knew Queen Elizabeth very well, so he was sure she wouldn't mind if he said something funny. **7.3.** _____ The tourist was really delighted with the reply. He put his arm around Richard's shoulder and asked for a picture of him, his friend and Richard together. **7.4.** _____ She agreed with a smile.

After that, the camera was passed to Richard who took a picture of Queen Elizabeth and the Americans. Later, the Queen said: "I'd love to see his reaction when he shows those photographs to his friends in America and someone tells him who I am."

Na podstawie: www.reuters.com

A. She said she had not, but, pointing at Richard, she said that he met her very often.
B. They also thought that the Queen was keen on photography and hiking in Scotland.
C. That's why he told the man that the monarch complained a lot, but had a lovely sense of humour.
D. One of them started a conversation, not realizing who he was talking to.
E. He gave his camera to the monarch, saying: "Can you take a picture of us?"

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–3)

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

8.1.

X: What are you doing at home, John? You should still be at school now!

Y: _____ because our biology teacher is ill.

A. Let's go home early
B. We were allowed to leave early
C. They asked us to come as early as possible

8.2.

X: I'd like to invite you to dinner. Do you have any food allergies?

Y: _____

A. I have already put butter in the cake.
B. I can't eat peanuts.
C. I don't like seafood.

8.3.

X: Good morning, I'd like to return these books.

Y: _____

X: Oh, I am so sorry. I didn't realize I had to return them sooner.

A. It seems these books are two weeks late.
B. It appears one of the books is damaged.
C. It looks like you forgot to bring one book.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (0–4)

W zadaniach 9.1.–9.4. spośród podanych wyrazów wybierz ten, który poprawnie uzupełnia luki w obu zdaniach. Zakreśl jedną z liter: A, B albo C.

9.1.

Mark had to _____ the car by the road after it had broken down.
Can you _____ the window open, please?

A. leave
B. stop
C. make

9.2.

The artist displayed her latest _____ in a gallery for everybody to see.
He put a lot of _____ into creating this handmade gift.

A. project
B. work
C. ability

9.3.

The park is covered _____ fallen leaves. It looks great!
Are you familiar _____ the latest developments in AI technology?

A. by
B. to
C. with

9.4.

Peter won the race and Bob finished in second _____.
Would you like to come over to my _____ tomorrow?

A. position
B. place
C. house

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.

effort	tell	amaze	different

MONARCH BUTTERFLIES MIGRATE TO THE SUNSHINE STATE

There is some new research on monarch butterflies. They are known for their large size and orange and black wings. They fly thousands of miles from the US and Canada to Mexico. But the number of these **10.1.** _____ butterflies in Mexico has been falling over the past 20 years because many monarchs are choosing to go to Florida instead. A recent study suggests this is the consequence of climate change, especially global warming.
The monarchs in Florida are also behaving **10.2.** _____. They are no longer going into hibernation as they would in Mexico. Instead they are acting like year-round residents. Moreover, there are many **10.3.** _____ to protect the places where they live. This is good news for those who love watching these butterflies.

Na podstawie: *BBC Wildlife*, April 2019.

Zadanie 11. (0–3)

Uzupełnij zdania 11.1.–11.3. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.
Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

11.1. My room looks fantastic! I (*finish* / *paint* / *it*) _____

_____ yesterday and I can finally invite my friends over.

11.2. I really like the (*taste* / *cookie*) _____.

What ingredients did you use to make them?

11.3. I attended a lot of fantastic exhibitions last year, but yours (*be* / *good*) _____

_____ than any of the others.

Are you planning another one this year?

Zadanie 12. (0–12)

Podczas wycieczki szkolnej zgubiłeś/zgubiłaś plecak. W e-mailu do kolegi z Anglii:

- **przedstaw okoliczności zgubienia plecaka**
- **opisz swoją reakcję na zaistniałą sytuację**
- **napisz, jak zgubienie plecaka wpłynęło na Twój udział w wycieczce**
- **poinformuj, w jaki sposób udało Ci się odzyskać plecak.**

*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

Hi John,
I lost my backpack during a school trip recently.

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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

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