

WYPEŁNIA ZDAJĄCY

KOD	PESEL
<input type="text"/>	<input type="text"/>

**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

**TEST DIAGNOSTYCZNY**

Symbol arkusza

MJAP-R0-**100**-2412

DATA: **13 grudnia 2024 r.**

GODZINA ROZPOCZĘCIA: **9:00**

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.





## 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. (0–6)**



Usłyszysz dwukrotnie dwa 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. (do zadań 1.1. i 1.2.)**

**1.1. What conclusion can you draw from the conversation?**

- A. Being spontaneous is the key to a successful interview.
- B. Good qualifications usually guarantee an applicant a job.
- C. You can never be sure of getting a job until you are actually hired.

**1.2. This conversation is a part of**

- A. a job interview.
- B. a phone-in programme.
- C. a company staff meeting.

W zadaniach 1.3.–1.6. zakreśl jedną z liter: A, B, C albo D.

**Tekst 2. (do zadań 1.3.–1.6.)**

**1.3. Which is TRUE about the experiment initiated in 1991?**

- A. It gained a lot of publicity at the time.
- B. It was carried out in a number of locations in Arizona.
- C. The participants were supposed to be replaced regularly.
- D. The participants were responsible for creating a prototype of miniature Earth.

**1.4. The original Biosphere 2 attempt was criticized because**

- A. its participants lacked water and food.
- B. it cost much more money than planned.
- C. it failed to achieve its most important goal.
- D. its participants had to leave Biosphere 2 temporarily.

**1.5. The 1994 experiment**

- A. lasted considerably longer than the first one.
- B. came to an end because of financial problems.
- C. was launched after the ownership of the facility changed.
- D. was conducted with the same participants as the original one.

**1.6. The speaker**

- A. describes how the project turned out to be better than expected.
- B. suggests how the project could be improved in the future.
- C. focuses on long-term benefits of the project.
- D. outlines the history of an ambitious project.

**Zadanie 2. (0–5)**



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

**This speaker refers to**

- A. delayed service that resulted in an extra charge.
- B. using an electronic device to deal with a problem.
- C. a condition that, according to the company, was not met.
- D. a change which did not affect the quality of the work done.
- E. a situation in which forgetfulness led to unsatisfactory service.
- F. a difference of opinions about who should cover certain expenses.

2.1.	2.2.	2.3.	2.4.	2.5.

Więcej arkuszy znajdziesz na stronie: [arkusze.pl](http://arkusze.pl)



### Zadanie 3. (0–4)

Usłyszysz dwukrotnie wypowiedź na temat incydentu podczas samotnej wędrowki. Na podstawie informacji zawartych w nagraniu uzupełnij zdania 3.1.–3.4., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu.

Luki należy uzupełnić w języku angielskim.

3.1. Rene expected his hike to take \_\_\_\_\_.

3.2. Rene's friend received a photo which showed \_\_\_\_\_  
and some greenery in a valley below.

3.3. Based on the analysis of Rene's photo and satellite maps, Ben rightly guessed that  
Rene might be found \_\_\_\_\_ of where he had parked his car.

3.4. Rene realized that help was close at hand the moment he \_\_\_\_\_  
\_\_\_\_\_.

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

**Zadanie 4. (0–5)**

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1.–4.5.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.

**Uwaga:** w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author

4.1.	give the initial aim of spelling competitions?	
4.2.	refer to a growth in the number of participants in a competition?	
4.3.	mention the mistake she made when she took part in a spelling bee?	
4.4.	suggest why she refused to be involved in a spelling bee as an adult?	
4.5.	express her disapproval of the way the winners are selected in spelling bees?	

#### THE HISTORY OF THE SPELLING BEE

- A.** Every year in May, hundreds of kids from all over the United States arrive in Washington, D.C., having sacrificed hundreds of hours to a peculiar kind of study. In the most extreme cases, they try to memorize every word in a nearly-3,000-page dictionary. I know what it is like because I was one of them. In 1996, as a 12-year-old girl, I won my school spelling bee, a district spelling bee and then the New York City regional finals. After all that, I stood apprehensively on the stage of the Scripps National Spelling Bee in Washington for seven rounds, until I misspelled “erythema” (meaning skin redness).
- B.** The skill of spelling correctly has long been held in high regard by Americans, with spelling contests dating back to the 1800s. They may have been inspired by the publication of the *Blue-backed Speller* by Noah Webster. The book helped standardize the American English spelling of words. And there was no better way to teach kids these spellings than to get them involved in spelling contests. In the 19<sup>th</sup> century the practice of spelling competitions spread throughout the United States and was even mentioned in literature, for example in *The Adventures of Tom Sawyer*.
- C.** It was also in the 19<sup>th</sup> century that the spelling contests started being called “spelling bees”. Widespread interest in them led to a new development – the National Spelling Bee. The first one took place in 1925 in the form of a single 90-minute session, and there were only nine competitors. At the time the organizers couldn’t have known that the following editions would attract more and more students, reaching up to 11 million annually. I should have felt proud of being part of such an event. But in 1996 I lost, and only this mattered to me.



- D. In 1997, I set out to compete again and I won. My accomplishment was great, but even though I was a kid, the process of elimination of the bee participants one by one seemed cruel to me. It hurt me then and it still hurts those who lose today. At the award banquet, kids are told that there are no losers in spelling bees. But a handful of the finalists are seated on a stage, displayed as models to the others. I didn't get to sit on that stage in 1996. When I was asked to return to the bee as a judge years later, I turned the offer down. Instead, I threw myself into software engineering. It requires intense concentration and precision just like a "spelling bee", but the accomplishments belong to the team.

Na podstawie: [www.smithsonianmag.com](http://www.smithsonianmag.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.

### OLD HABITS DIE HARD

During a visit to the Continent in 1942, Winston Churchill discovered a marvel of modern technology: hot and cold water flowing from the same tap. The plumbing in the villa where he stayed was different from the British standard of separate taps for hot and cold water.

**5.1.** \_\_\_\_\_ From then on, Churchill wanted to use this tap arrangement whenever possible.

His countrymen, however, have been slow to adopt single taps. Decades after nearly all dual taps vanished from the U.S. and continental Europe, most bathroom sinks in Britain still have separate hot and cold taps. **5.2.** \_\_\_\_\_ Among them are legal rules which regulated this issue in the past. Hot and cold water flowed from separate sources – the cold water came from the public water supply and was fit for human consumption, whereas the hot water was stored in a cistern which people kept in the lofts of their houses. **5.3.** \_\_\_\_\_ To eliminate the danger it posed, the law on clean drinking water went as far as to say that the pipes had to be separated to avoid cross-contamination.

Over the years most modern British houses have moved away from keeping a cistern in the loft. **5.4.** \_\_\_\_\_ Britons do not seem to understand why foreigners make a fuss over this issue. “The British are quite happy to wash their hands with cold water. Maybe it’s character-building,” says Mr. Simon Kirby from the Midlands. **5.5.** \_\_\_\_\_ In a rare compromise with authenticity, the company does provide some sinks with mixer taps, but they are sold mainly to overseas customers.

Modernity is slow in imposing itself. British people who travel abroad are often impressed by single taps, but even when they renovate their homes, many choose two-tap systems.

Na podstawie: [www.wsj.com](http://www.wsj.com); [www.islandbathrooms.co.uk](http://www.islandbathrooms.co.uk)





- A. It could remain there for many days, gathering a lot of harmful substances, and was considered unsafe.
- B. Of course, he has a professional interest in the matter. The firm he runs makes replicas of Victorian bathroom equipment, including bathroom sinks.
- C. Rather than having to fill up the sink to achieve the right mix, he could wash his hands under running water “mingled to exactly the temperature one desired”, as he put it in his memoirs.
- D. A member of Parliament congratulated “the higher civilizations” on their advanced technology, but argued that having the choice of either hot or cold water does not make you waste water.
- E. Yet old habits die hard and separate taps in Britain will continue to annoy overseas visitors for many years to come.
- F. Have the British resisted the tide of plumbing history due to attachment to tradition or ignorance of the fact that the world has moved on? Many factors are at play.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**