

IMIĘ I NAZWISKO: _____

KLASA: _____

*Na oficjalnym egzaminie maturalnym
zamiast imienia, nazwiska i klasy
będziesz musiał(a) podać swój numer PESEL*

**FORMUŁA
2023**

PRÓBNY EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM ROZSZERZONY

DATA:

GODZINA ROZPOCZĘCIA:

CZAS PRACY: **150 minut**LICZBA PUNKTÓW DO UZYSKANIA: **60**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 14 stron (zadania 1–10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
5. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
6. Na tej stronie oraz na karcie odpowiedzi wpisz swoje imię, nazwisko oraz klasę. Na oficjalnym egzaminie maturalnym zamiast imienia, nazwiska i klasy będziesz musiał(a) podać swój numer PESEL oraz nakleić naklejkę z kodem.
7. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ☐ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem ☐ i zaznacz właściwe.
8. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
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.–1.2.)

1.1. What do you think will happen right after the conversation ends?

- A. Julie will search the kitchen for a soup recipe.
- B. Julie will serve soup she made earlier.
- C. Julie will prepare some vegetable soup.

1.2. Julie is

- A. enthusiastic.
- B. neutral.
- C. impatient.

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. The speaker says that the owner “has a soft spot for kitties”. This means that

- A. he put a soft pillow for the cats in the bookshop.
- B. he cares greatly about the well-being of cats.
- C. he arranged a space for the cats where people can't enter.
- D. he quickly spots homeless cats with soft fur.

1.4. The owner brought cats to the bookshop

- A. to attract customers who love cats.
- B. to found a cat-themed book club.
- C. to start an agency that helps people adopt cats.
- D. to help homeless cats.

1.5. Which of the following is stated in the text as an opinion, not a fact?

- A. The cats are having a beneficial impact on customers at the bookshop.
- B. The cats will live permanently in the bookshop.
- C. The cats have been adopted from a local shelter.
- D. The cats have a special place that people can't get to.

1.6. The speaker is

- A. a worker at an animal shelter.
- B. an owner of the bookshop.
- C. a social media influencer.
- D. a news presenter.

PRZENIEŚ ROZWIĄZANIA ZADANIA 1. NA KARTĘ ODPOWIEDZI!

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi związanych z rozwojem sztucznej inteligencji i jej wpływem na nasze życie. 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 mentions

- A. the ways we are putting ourselves at risk with AI.
- B. the lack of sympathy in AI which might make someone feel uncomfortable.
- C. a possible impact of AI on employment in the future.
- D. relying on AI only as a source of ideas and suggestions.
- E. solutions to some people's worries about the use of AI.
- F. the potential negative effects of using AI on a person's good name.

2.1.	2.2.	2.3.	2.4.	2.5.

PRZENIEŚ ROZWIĄZANIA ZADANIA 2. NA KARTĘ ODPOWIEDZI!

Zadanie 3. (0–4)

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

WORLDSCHOOLING

- * The term *worldschooling* refers to a form of education that takes place outside of a traditional classroom. It is based on 3.1. _____ the real world.
- * The whole family visits various places so that the children can live in diverse cultures in addition to 3.2. _____ them.
- * Parents offer their children a balanced education that includes both structured academic study and 3.3. _____.
- * Worldschooled students can make friends from all over the world and build relationships that can 3.4. _____ time.

Zadanie 4. (0-5)

Przeczytaj cztery teksty związane z uśmiechaniem się (A-D) oraz pytania ich dotyczące (4.1.–4.5.). Do każdego pytania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli.

Uwaga: w jednym tekście znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author		Answer
4.1.	outline the benefits of a smile?	
4.2.	explain how to identify false behaviour?	
4.3.	claim that a certain metaphor is relevant?	
4.4.	imply that specific circumstances might prevent smiling?	
4.5.	mention someone's concerns about the initial significance of their effort?	

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LET'S SMILE!

A. World Smile Day is celebrated annually on the first Friday of October. Harvey Ball, credited with creating this special day, designed the symbol of a smiling face on a yellow background and called it a *smiley*. It was to remind people of the power of a simple smile, signifying goodwill and optimism. Over the years, the smiley face has become a globally recognised symbol. However, as it gained popularity, Harvey Ball grew worried that the original meaning of his work was being forgotten. As a result, he initiated World Smile Day, which encourages people to smile as often as they can and to perform small acts of kindness.

B. The ability to distinguish between a genuine smile and a fake one can be a useful skill. A genuine smile goes beyond just the lips. When someone really experiences joy or happiness, their smile typically appears symmetrical, extending to their eyes and causing wrinkles at the eye corners. This authentic smile is usually short-lived, lasting about five seconds. On the other hand, a fake smile, known as a social smile, usually only involves the mouth and tends to stay around for a longer time.

C. Gelotology, the study of laughter and its effects on the body, provides scientific evidence that laughter has a calming effect and can reduce stress. It triggers the release of endorphins, well known as hormones that cause the feeling of happiness. This implies that just by smiling, you can improve your mood. In terms of its impact on brain activity, a smile has a similar effect to eating a large amount of chocolate. Scientists confirm that laughter can even strengthen the body's immune system. It seems that the saying "laughter is the best medicine" is not just a figure of speech.

D. Studies suggest that people smile between 20 and 50 times per day. However, this number can vary depending on factors such as personality, social norms, and culture. Some individuals naturally smile more, which reflects their optimistic nature, while others might smile less due to shyness or cultural expectations that discourage showing emotions openly. Moreover, the context plays a crucial role in determining the frequency of smiling. Social interactions, humour, and positive experiences tend to evoke more smiles.



Zadanie 5. (0-5)

Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w każdą lukę (5.1.–5.5.) literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.



URBEX

Urban exploration, or urbex, is a fascinating activity that focuses on exploring and documenting ruined urban structures such as abandoned buildings, sewers, or underground railways. According to some sources, the origins of urban exploration can be traced back to the late 1970s and early 1980s, a time marked by rapid urbanisation and economic



transformations. **5.1.** ____ Initially, it was only a handful of individuals who wanted to explore the hidden mysteries of these forgotten locations. But, as urbex gained popularity, so did the desire to document damaged buildings and the eerie atmosphere of ghost towns. Already in those early days, urban exploration enthusiasts turned to photography to capture the fascinating beauty of abandoned structures. **5.2.** ____ Therefore, photographers started making an effort to bridge the gap between the past and the present, creating invaluable visual records. However, urbex does not only revolve around the visual documentation of deserted structures. **5.3.** ____ To this end, numerous urban researchers have begun to take on the role of historians and archivists, aiming to discover the forgotten stories of the buildings and shed light on the lives of the people who once lived or worked in these places. In addition to this, for urbex lovers it is essential to develop the feeling of community. **5.4.** ____ This strong involvement of the community has played a significant role in the growth of the urbex trend. However, it is not without controversy. **5.5.** ____ That is why they should follow a set of basic guidelines that would emphasise legal and ethical practices when setting out on their adventures. Those who want to participate in responsible urban exploration should be dedicated to protecting the unchanged condition of the locations they explore, causing as little damage as possible to the surrounding environment.

- A. It is also about preserving the memory of abandoned places before they completely disappear.
- B. Exploring ruined structures can be risky, as many of them are off-limits for good reasons – it is simply dangerous.
- C. Unfortunately, some urbex fans find themselves in uncomfortable situations, such as being accused of theft or vandalism.
- D. Soon, simple documentation was no longer sufficient; the visual aspect and artistic value of the photographs became equally significant.
- E. Its fans often make use of online forums and social media platforms to post their photos and discuss their adventures with like-minded people.
- F. Due to these changes, numerous buildings were left abandoned and began to fall apart, making them attractive to anyone with a sense of adventure.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 4. DO 5. NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–8)

Przeczytaj dwa teksty związane z szyframi. Wykonaj zadania 6.1.–6.8. zgodnie z poleceniami.

Tekst 1.

HOLMES AND THE SECRET MESSAGE

Holmes spread out the paper on his empty plate. I stood up and, leaning over him, I stared down at the intriguing note, which read as follows:

534 C2 13 127 36 31 4 17 21 41 DOUGLAS 109
293 5 37 BIRLSTONE 26 BIRLSTONE 9 47 171

"What are your thoughts on it, Holmes?"

"It is obvious that Mr. Porlock wants to convey some secret information."

"But what's the point of having a ciphered message without the key to the cipher?"

"In this case, there is absolutely none."

"Why do you say *in this case*?"

"Because there are many ciphers that I can effortlessly decipher, just like I do with the charades in newspapers. But this is different. It is clearly a reference to the words on a page of some book. Until I am told which page and which book, I am powerless."

"But why *Douglas* and *Birlstone*?"

"Clearly because those are words which were not present on the page of that book."

"Why didn't he indicate the book then?"

"My dear Watson, your natural cleverness and intelligence, which your friends find so delightful, would surely prevent you from enclosing both the book and the ciphered message in the same package. If it fell into the wrong hands, the author of the message would be in an extremely difficult situation. The afternoon postman is late. I would be surprised if he didn't bring us either another note with an explanation from Mr. Porlock or the actual book that these figures refer to."

Holmes's predictions were confirmed within a few minutes, when Billy, the postman, arrived with the letter we had been expecting.

"It's from Mr. Porlock," said Holmes, as he opened the envelope. "Come on, Watson, we're making progress." His brow clouded, however, as he glanced over the content.

"Dear me, this is very disappointing! I'm afraid, my dear Watson, that all our expectations have been in vain. I just hope that Mr. Porlock will not be harmed." Having said that, Holmes started reading:

"Dear Mr. Holmes, I won't go any further with this matter. It's too dangerous. He suspects me. I could see it in his eyes. He came to me quite unexpectedly after I had addressed this envelope with the intention of sending you the key to the cipher. I managed to hide it. If he sees it, I will be in danger. Please burn the ciphered message, as it is now of no use to you. Fred Porlock"

Holmes sat for a while, staring into the fire.

"After all," he said at last, "it might not be that bad. It could simply be his guilty conscience. He thinks he is a criminal himself, so he may have seen such an accusation in someone else's eyes."

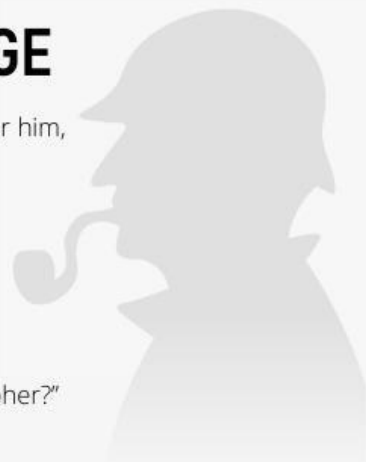
"Someone else's eyes' means 'Professor Moriarty's', correct?"

"Absolutely! When anyone in that group talks about *He*, you know who they are referring to. There is only one main *He* that they are all afraid of."

"But what can *He* do?"

"That's a big question. When you face one of the brightest minds in Europe, supported by all the forces of darkness, the possibilities are endless. Anyway, it seems that Mr. Porlock is clearly terrified. Please, compare the handwriting on the note to that on the envelope. He claims that he wrote the address before the unfortunate visit. His handwriting is clear and firm. On the other hand, the words on the note are hardly readable."

Adapted from: *The Valley of Fear* by Sir Arthur Conan Doyle; by Dorota Borkowska



W zadaniach 6.1.–6.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

6.1. The first note from Mr Porlock is useless because

- A. he wrote it when he was stressed and the handwriting is impossible to read.
- B. it contains random pages from an unknown book.
- C. Holmes doesn't have the book it came from.
- D. it lacks the key to decipher the message.

6.2. When he receives the second note from Mr Porlock, Holmes is disappointed because

- A. Mr Porlock wants to end any further examination of the matter.
- B. he will never decipher the identity of the author of the note.
- C. someone else has taken over the investigation of Mr Porlock.
- D. despite their efforts, Professor Moriarty is still in danger.

6.3. Mr Porlock is terrified because

- A. he doesn't want anybody to know where he lives.
- B. he is worried that Holmes will lose the key to the cipher.
- C. he doesn't want valuable information to be lost forever.
- D. he suspects Professor Moriarty is after him.

6.4. Which sentence is NOT a conclusion from the text?

- A. Porlock has valuable information that is connected to Professor Moriarty.
- B. Porlock's life is in danger because Moriarty has discovered the key to the cipher.
- C. Porlock is afraid for his safety and wants to distance himself from the situation.
- D. Porlock believes Professor Moriarty may view him as a criminal.

PRZENIEŚ ROZWIĄZANIA ZADANIA 6.1.–6.4. NA KARTĘ ODPOWIEDZI!

Tekst 2.

ROSETTA STONE

It all started in 1799, when Napoleon was conducting his military campaign in Egypt. French soldiers were tearing down some old walls near the town of Rashid (the French called it *Rosetta*). They noticed that one of the stones was different from the others. It was large and black, and it had texts written upon in different alphabets.

The stone's importance was immediately recognised, and it was taken to Cairo, where scholars examined it. They identified three different scripts: hieroglyphs (the language of ancient Egyptian priests), demotic (an everyday form of ancient Egyptian called *the language of the people*), and ancient Greek. Out of all the texts, the Greek one was the easiest to read. The demotic script proved to be more challenging to decipher, but scholars were able to translate most of it by comparing it to the Greek text.

The hieroglyphs posed the greatest challenge because, by the end of the 4th century AD, they had fallen out of use, resulting in the loss of the ability to decipher them. In 1822, after a long struggle, a French philologist, Jean-François Champollion, made significant progress. He came to the conclusion that the hieroglyphs were not a writing system of symbols but represented the sounds of the Egyptian language.

Thanks to this groundbreaking discovery, scholars were finally able to decipher and understand this ancient Egyptian text. The inscription on the Rosetta Stone is a law passed by a council of priests, celebrating the coronation of King Ptolemy V, who ruled Egypt from 204 to 181 BC.

The Rosetta Stone is incredibly significant in the field of Egyptology. It laid the foundation for our comprehension of the ancient Egyptian language and culture. The Rosetta Stone is currently one of the most valuable artefacts in the British Museum in London.

Uzupełnij zdania 6.5.–6.8. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Zdania należy uzupełnić w języku angielskim.

Uwaga: w każdą lukę możesz wpisać maksymalnie trzy wyrazy.

6.5. In comparison to the other scripts, deciphering the Greek one seemed to be _____ challenging.

6.6. The hieroglyphs proved to be exceptionally difficult to decipher because they stopped _____ in the 4th century AD.

6.7. Hieroglyphs were not just symbols, they actually represented the way ancient Egyptians used them in _____.

6.8. Deciphering the Rosetta Stone enabled scientists to _____ the ancient Egyptian language and culture.

Zadanie 7. (0–6)

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

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REFASHION IS A NEW FASHION

France is making a significant contribution to waste **7.1.** ____ and the promotion of anti-consumerism through a new initiative. In a country where around 700,000 tonnes of clothing **7.2.** ____ each year, the government has introduced a programme called *repair bonus*.



This programme promotes repairing worn out or damaged clothing and shoes **7.3.** ____ throwing them away. Soon, people will have the chance to be paid back for a portion of the repair expenses, which will range from €6 to €25. The programme, led by the environmental group *Refashion*, aims **7.4.** ____ the amount of waste in landfills and encourage a more environmentally friendly approach to clothing. It's not only about repairing things; it's also about promoting the idea of buying less and donating items that are **7.5.** ____ needed. France **7.6.** ____ this programme as a part of a strategy to reform the clothing industry and reduce the damage fast fashion does to the environment. It's a step towards a more conscious and eco-friendly way of buying and wearing clothes.

7.1.

- A. lack
- B. loss
- C. reduction
- D. shortage

7.2.

- A. have been destroyed
- B. was destroyed
- C. are destroyed
- D. is destroyed

7.3.

- A. instead of
- B. apart from
- C. along with
- D. in spite of

7.4.

- A. to hold on to
- B. to cut down on
- C. to run out of
- D. to keep up with

7.5.

- A. before long
- B. so long
- C. any longer
- D. no longer

7.6.

- A. adopt
- B. was adopting
- C. is adopted
- D. has adopted

PRZENIEŚ ROZWIĄZANIA ZADANIA 7. NA KARTĘ ODPOWIEDZI!

Zadanie 8. (0–4)

W zadaniach 8.1–8.4. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

8.1. _____

- She decided to ... a marathon in order to raise money for charity.
- He's learned how to ... a computer repair business efficiently.
- Only those two bus lines ... from the city centre to the airport every hour.

8.2. _____

- I don't understand the ... you're trying to make in that argument.
- The ... of the story is that honesty always wins.
- Our meeting ... is the coffee shop across the street.

8.3. _____

- She ... the table with fine china and crystal glasses for the dinner party.
- The teacher ... a fun project for the students to work on over the weekend.
- They ... the date for their wedding to be in the spring.

8.4. _____

- Grandma had a bad ... last week and she's not feeling very well.
- There was a significant ... in the number of people who came to the festival this year.
- The ... of snow in the mountains created an amazing winter scene.

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.

Uwaga: w każdą lukę możesz wpisać **maksymalnie cztery wyrazy**, wliczając w to wyrazy już podane.

9.1. She hardly smiled at all at the ceremony. She (*can / not / be*) _____
 _____ pleased with the silver medal as she had trained so hard and wanted to win the race so much.

9.2. The skilled chef, who retired last year, (*enjoy / be / appreciate*) _____
 _____ by food critics throughout his career.

9.3. Could you tell me why (*you / not / attend*) _____
 _____ the meeting yesterday?

9.4. It's high time they (*decide / renovate*) _____
 their old house or it will go to ruin very soon.

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. Osoby uczestniczące w obozach przetrwania uczą się radzenia sobie w trudnych warunkach na łonie natury. Napisz **rozprawkę**, w której opisziesz plusy i minusy takiej formy wyjazdu wakacyjnego dla młodzieży.
2. Niepunktualność to powszechne zjawisko, które może mieć negatywny wpływ na nasze zdrowie i relacje z innymi. Napisz **artykuł** do czasopisma młodzieżowego, w którym opisziesz negatywne skutki czyjejś niepunktualności oraz zaproponujesz sposoby ćwiczenia punktualności.

CZYSTOPIŚ

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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)*

[illegible]