



WYPEŁNIA ZDAJĄCY

KOD

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PESEL

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Egzamin maturalny

Formuła 2023

JĘZYK ANGIELSKI

Poziom podstawowy

DATA:

GODZINA ROZPOCZĘCIA:




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.

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera zadania 1–12. Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Na pierwszej stronie arkusza oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
3. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
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. Aby zaznaczyć odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj  pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe pole.
8. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.
10. Symbol  zamieszczony w nagłówku zadania oznacza, że rozwiązanie zadania zamkniętego musisz przenieść na kartę odpowiedzi.

**Zadania egzaminacyjne są wydrukowane
na następnych stronach.**

Zadanie 1. (0–5) 

Usłyszysz dwukrotnie pięć wypowiedzi związanych z zadawaniem prac domowych w szkole. 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. blames someone for another person’s low results.
- B. is of different opinion depending on the age group.
- C. warns us against the negative consequences of some habit.
- D. gives advice on how to gain an advantage over others.
- E. disagrees that setting homework to primary school students makes sense.
- F. describes different factors that influence doing homework.

1.1.	1.2.	1.3.	1.4.	1.5.

Zadanie 2. (0–6) 

Usłyszysz dwukrotnie trzy teksty. W zadaniach 2.1.–2.6. z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

Tekst 1.

2.1. The person gives instructions on how to use

- A. a dishwasher.
- B. a washing machine.
- C. a tumble dryer.

Tekst 2. (do zadań od 2.2.–2.3.)

2.2. The main reason why Sam can’t take part in the meeting is that he

- A. forgot about the planned meeting.
- B. has too much work to do at home.
- C. wants to lose touch with Cindy.

2.3. What conclusion can you draw from the conversation?

- A. The faster you want to meet, the less complicated things become.
- B. Don't trust people who try to meet you the third time in a row.
- C. Always put effort to meet people even if they don't want to.

Tekst 3. (do zadań 2.4.–2.6.)**2.4. Which was the first?**

- A. A doggy bag was called *a to-go bag*.
- B. The term *a doggy bag* was introduced and started to be used.
- C. Steakhouse customers asked for bones from meals to be packed for their dogs.

2.5. Which is TRUE about doggy bags?

- A. The owners carry them when their dogs are being taken for a walk.
- B. They are mainly used to collect the leftovers for dogs.
- C. There are different names for a doggy bag.

2.6. The main aim of the text is to

- A. inform about the meaning, use and origin of the term.
- B. give advice about how to use the term in a correct way.
- C. present how the meaning of the term has changed.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 2. NA KARTĘ ODPOWIEDZI!**Zadanie 3. (0–4)**

Usłyszysz dwukrotnie rozmowę dotyczącą pewnego projektu ekologicznego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. w poniższej notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Odpowiedzi należy udzielić w języku angielskim. Uwaga: w każdą lukę można wpisać maksymalnie dwa wyrazy.


A DOGGY PROJECT

Dogs will help protect the environment in this project. How is it possible? They will have special **3.1.** _____ through which tree seeds will be thrown away on the ground.

The project was introduced in the UK because of the lack of **3.2.** _____, which had played this green role before by transporting seeds on their fur without even realising that.

This project wasn't the first one of that kind. This idea was based on a similar project which took place in Chile, as a result of **3.3.** _____ in the woods.

The reason why some sand is added to the seeds before they land on the ground is to help find **3.4.** _____ and to spread them faster.

Zadanie 4. (0–4) 

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej 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. SEARCH LIKE A DETECTIVE
- B. VISUALLY ATTRACTIVE AND QUICK
- C. GET READY FOR THE SHOWTIME IN ADVANCE
- D. BE SPONTANEOUS – DON'T PLAN
- E. WORK PAYS OFF FOR BEING AN ARTIST
- F. SPEAK FAST LIKE A PRO

MOVING YOUR REVISION UP TO THE NEXT LEVEL

4.1.	
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Mind mapping is a way of expressing and linking ideas using lines connected to each other. In this method we engage both hemispheres of the brain, use spatial memory, and build up a system of connections, making it easier and faster to remember information and later replay it from memory. And all this doesn't take a lot of time. It is a very fast and effective tool for notetaking, learning and developing ideas, but also for brainstorming, problem solving and planning. Mind maps are eye-catching, especially when you use colours, easy and fast to make, so you can use them a lot and often.

Na podstawie: rekrutacja.umcs.pl

4.2.	
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A lapbook is a graphic description of the information the student has learned or is used to develop vocabulary. The learner's own activity and involvement are very important here, because you have to create it on your own. Although it may take lots of time and effort, the effect is worth it. The result is like a book full of little secrets locked in envelopes, clipboards and folding accordions. The most interesting thing is that the great treasure hidden in the lapbook is... knowledge. The lapbook develops the ability to: plan, analyse the material, think creatively or present knowledge in an attractive way.

Na podstawie: www.horyzontyanglistyki.pl

4.3.	
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Escape rooms, in short, are based on a specific scenario and plot – the game which involves solving a whole series of riddles, puzzles, analytical tasks or manual challenges. Escape rooms can be adapted in this way either in a traditional version, i.e. in a real escape room, or in an online version. They make participants become action heroes, look for clues and must work together to achieve their goal. Planning your steps matters here, because the right decision should be taken in time, as there is a time limit. The nature of escape rooms helps you become keen on the subject, understand it, take part in it and have a real influence on the course of events.

Na podstawie: educarium.pl

4.4.	
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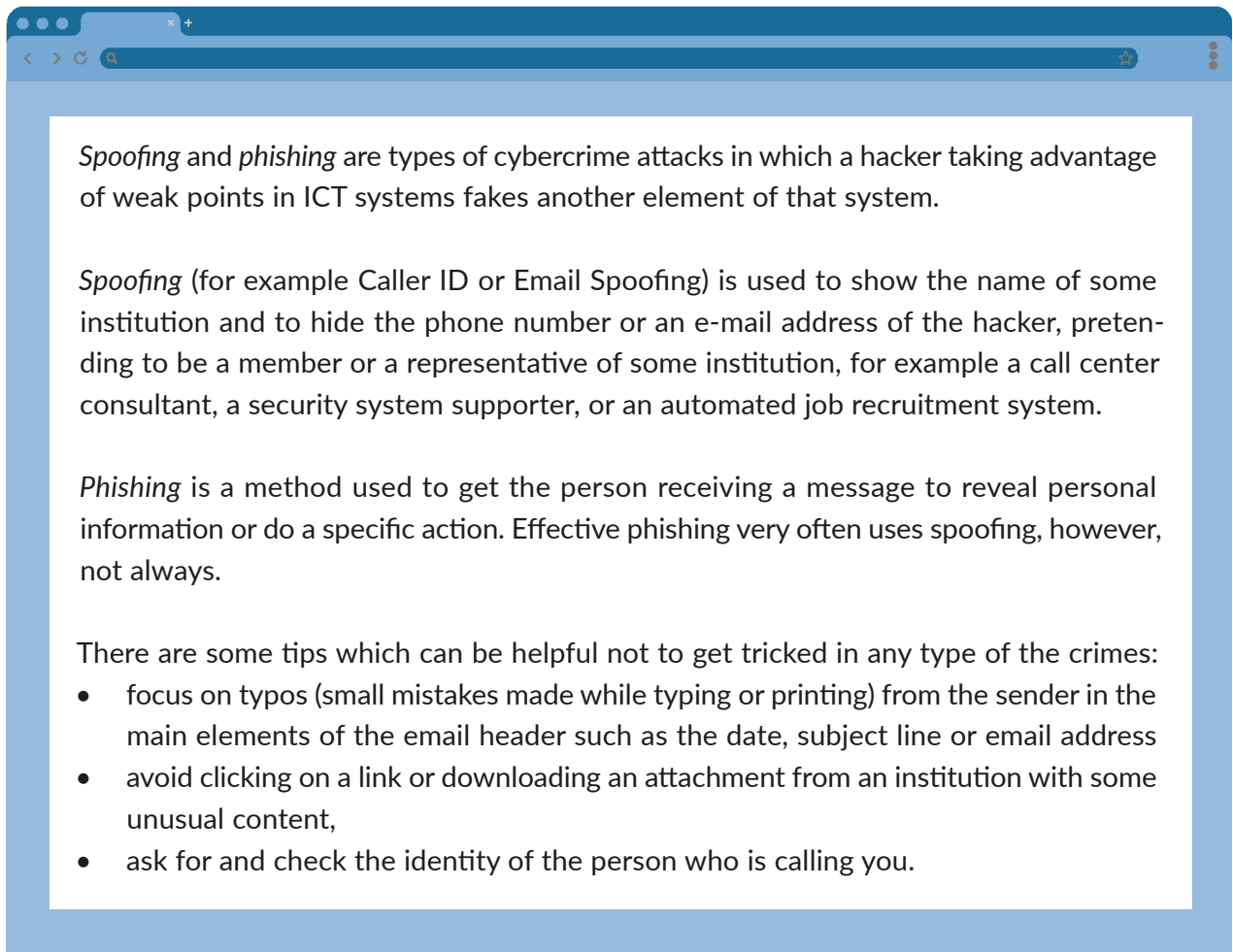
In a panel discussion, a topic is publicly discussed by a group, or 'panel', which is led by a moderator. Before the discussion, the panel prepares themselves and decides what is to be said. This method requires becoming an expert in the presented topic, so the revision of knowledge and preparing well for your arguments earlier matter. It will give you a chance not to talk too much in a senseless way. So, the planning stage is important. The moderator generally directs the talking time of each group like an orchestra conductor. After the panellists have spoken, there is a lot of time for the audience to ask questions and comment on the panellists' views.

Na podstawie: koss.ceo.org.pl

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

Spoofing and *phishing* are types of cybercrime attacks in which a hacker taking advantage of weak points in ICT systems fakes another element of that system.

Spoofing (for example Caller ID or Email Spoofing) is used to show the name of some institution and to hide the phone number or an e-mail address of the hacker, pretending to be a member or a representative of some institution, for example a call center consultant, a security system supporter, or an automated job recruitment system.

Phishing is a method used to get the person receiving a message to reveal personal information or do a specific action. Effective phishing very often uses spoofing, however, not always.

There are some tips which can be helpful not to get tricked in any type of the crimes:

- focus on typos (small mistakes made while typing or printing) from the sender in the main elements of the email header such as the date, subject line or email address
- avoid clicking on a link or downloading an attachment from an institution with some unusual content,
- ask for and check the identity of the person who is calling you.

Tekst B

A retired teacher Eloise, and an owner of a country estate, rents a room to Adam Clay, a honey collector. Grateful for his work, she shows him great kindness and invites him to dinner. In the meantime, she receives a call in which she is informed about a need to update the security system on her laptop, and when she installs the link sent, her accounts are emptied to zero! When great sums of money of the children's foundation she is responsible for also disappear, the depressed woman takes her own life. Learning she has been the victim of a spoofing attack, Adam uses his old contacts to determine those responsible for the crime in a second! Jason Statham, the film beekeeper has been nominated for the Oskar Academy Reward! Definitely worth a watching!

Tekst C

FROM: New York Times <new.york.times@abc.pl>
 TO: Patrick Timber <patrick.timber@abc.pl>
 TOPIC: Re: Job interview – an editor of the New York Times

Dear Mr Timber,

We would like to proudly announce that your position of an editor in our company (www.nytimes.com) has been confirmed. Please click on the link below asap to provide us with the information important on this stage of your job application: editor (the link expiry date: 1 hour).

I look forward to your answer.

Yours sincerely,
 George Bregović
 The Chief Executive

Tekst D

- 3.1 billion domain spoofing emails are sent per day
- in more than 90 percent of all the spoofing cases, cyber-attacks usually start with an email message
- email spoofing has been a problem since the 1970s – started with spammers who used it to get around email filters. Security systems – introduced in 2014 to help
- email spoofing & phishing have cost the victims over \$26 billion since 2016
- in 2019 – 467,000 cyber-attacks reported to be successful, and 24% were email-based

Na podstawie: www.proofpoint.com



Przeczytaj zdania 5.1.–5.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.

Uwaga: jeden tekst nie pasuje do żadnego zdania.

5.1.	This text may be useful in learning about the history of some crime.	
5.2.	This text describes the differences between some kinds of one crime.	
5.3.	This text is a review of a cyber-attack-themed film.	

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 5.1. DO 5.3. NA KARTĘ ODPOWIEDZI!

Przeczytaj poniższą wiadomość Patryka do jego kolegi Sama. 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. **Uwaga:** w każdą lukę można wpisać maksymalnie trzy wyrazy.


FROM: Patrick
 TO: Sam
 TOPIC: I am so scared!

Hi Sam,
 it's been a while since our last meeting. What's up? A lot has happened in my life recently. To start with, a week ago I got a message from the company I was applying for – the *New York Times*. I was so cheerful as it was my dream job to become an editor. They asked me to 5.4. _____ which is important to give me a job, so I clicked on the link sent to me. At that stage, I didn't know that was the beginning of my problems. Then, two days later I was watching a film in the cinema in which a teacher has become a victim of some cyber-crime. She got information that the security system of her laptop 5.5. _____ and then she clicks on the link and lost all her money... I started thinking about the email I had gotten. On my way home, I managed to read it again and found some website describing cybercrimes. I learned something. The teacher's and my case were examples of spoofing attacks, because when I looked at the header of the message, I noticed that the name of 5.6. _____ of the sender was slightly different than the real name of the company. On the other website, I discovered some statistics and took notes. It was said that email spoofing does not happen only in less than 5.7. _____ of the total number of cyber-attacks.

Can you tell me what to do now? Can't wait to your reply.

Take care,

Patrick

Zadanie 6. (0-5) 

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

Multitasking is an ability that has been said to be one of the most wanted 21st century qualities. However, it has been reported recently that not only has it stopped being thought of as an effective and useful skill, but also it affects our brain in a harmful way. Imagine that at the same time you surf the net, respond to your friend's messages, listen to music or prepare lunch. As a result, your brain may go crazy after some time. And that may cause some serious negative consequences.

A simple experiment carried out by Oxford researchers on a group of one hundred students was supposed to prove it. The first stage of the experiment was about showing every student two sets of red rectangular shapes. Some of the rectangles were presented without any added objects to them nearby, and some of them were placed among different blue shapes. The red ones were lit from the back around. Every student was asked to ignore the blue rectangles. The red shapes were backlit twice. The aim of the experiment was to decide if the red rectangles changed their position when they were backlit for the second time. The findings of the experiment show that it was extremely hard for multitaskers to concentrate on this one specific task when they saw something extra in the background.

In another study carried out in London, it has been discovered that using a few electronic devices at the same time causes that one part of the brain works less or worse. It affects different functions of the brain, such as emotions or our general perception of the world. The research was based on examining the brain of 75 people using a special magnetic resonance imaging device. The discovery proves that multitasking may be the cause of depression or anxiety disorders. What's more, the scientists add that the level of IQ dropped by 15 points among the participants of the experiment. Dr Travis Bradberry, who deals with *emotional intelligence*, thinks that multitasking may also make our EI worse. As a result, the level of our social skills, such as empathy, is lower, because we don't feel that, for example, it's not polite to read our e-mails on the phone during face-to-face meetings.

To sum up, it's worth considering whether adding multitasking on the list of your skills in your CV makes sense. Some people still consider it to be a must-have quality in the job market, but more and more employers tend to skip candidates who are willing to boast about such a skill, as they believe it to be a negative point in some specific workplaces. However, for sure it is important to find a balance in everything, even in multitasking. Every skill will be useful when it is used with self-control, reason and common sense.

Na podstawie: money.pl

6.1. What does 'it' at the beginning of the second paragraph refer to?

- A. The fact that doing a few things at the same time may make your brain crazy.
- B. The fact that multitasking is one of the most popular skills nowadays.
- C. The fact that multitasking has a bad influence on us.
- D. Listening to music and preparing lunch at the same time may have serious results.

6.2. What does 'something extra' mean at the end of the second paragraph?

- A. the red shapes
- B. the light around the red shapes
- C. the blue shapes
- D. the second set of red shapes

6.3. Which is TRUE according to the text?


- A. Multitasking does not have any influence on our emotions.
- B. Both the level of IQ and EQ may go down due to multitasking.
- C. We started reading e-mails on the meetings because of our lower IQ.
- D. It's recommended mentioning multitasking in the section 'skills' on your CV.

6.4. Which is stated in the text as an OPINION, not a fact?

- A. Multitasking is not a useful skill anymore.
- B. Our brain does not work well because of multitasking.
- C. Multitaskers found it hard to concentrate in the first experiment.
- D. The level of our EI went down because of multitasking.

6.5. Which is the best title for the text?

- A. AN OUTDATED SKILL
- B. EXPERIMENTING ON MULTITASKING
- C. A NEVER-ENDING VALUABLE SKILL
- D. THE USE OF MULTITASKING

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.


ONE-WORD-EXAM ENDING

When I was on a trip to Oxford, our guide told us about one of the most prestigious universities there – All Souls College. She told us about their original way of examining students at the end of the school year. **7.1.** _____ Coming back to the past – how did it work? In order to become a student there, the candidates were supposed to pass a really challenging exam and were selected carefully in the assessment process. **7.2.** _____ However, things did not look that simple. Imagine the following scenario – you enter an examination room, and then open an envelope. Inside, there's a sheet of paper with only one word. Let's choose 'carrot' as an example. **7.3.** _____ Why? Because unfortunately it turns out to be the only topic of your whole essay, which you are going to write on this single word for the next three hours. Is that enough to change your mind? After the exam, your paper is read and assessed by a group of experts. **7.4.** _____ Why? Because each individual essay needs to be carefully examined, considering different aspects of one topic, to check if a student is able to discuss some matters from different perspectives in detail.

Na podstawie: oxfordmail.co.uk

- A. The students were given only one task, and, at first sight, it would seem to be easy.
- B. The college can learn about students' abilities in different ways, such as general and specialist exam papers.
- C. Although it doesn't exist no longer, it is still part of the school's tradition, remembered until this day.
- D. Every one of them is a professor of an independent branch of knowledge.
- E. Now, things are getting more complicated.

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 6. DO 7. 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: I see you've got some problem. _____

Y: It seems like a good idea.

- A. What are thinking of?
- B. How do you feel?
- C. Why don't we have a chat?

8.2.

X: Who is the woman over there?

Y: That is Susan. _____ a week ago.

X: Oh, I thought you have only one cousin.

- A. She's my cousin, who was invited
- B. She's the cousin of hers invited
- C. She's a cousin inviting me


8.3.

X: John really dislikes spiders and insects.

Y: _____

X: Really? I thought you're keen on such tiny creatures.

- A. Does he? They're terrible.
- B. So do I. I can't stand them.
- C. I don't, I'm afraid.

Zadanie 9. (0-4) 

W zadaniach 9.1.–9.4. spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem zdania lub fragmentu zdania podanego w nawiasie, poprawnie uzupełniającą lukę. Zakreśl jedną z liter: A, B albo C.

- 9.1. I think you were not _____ (*męczący*) to me at all.
 A. annoy
 B. annoying
 C. annoyed
- 9.2. George looks _____ (*źle*). He should definitely go to bed.
 A. bad
 B. badly
 C. worse
- 9.3. I will become a scientist when I _____ (*będę miał*) 18 years old.
 A. will be
 B. am
 C. have
- 9.4. She _____ (*ma*) an important business meeting now. Don't call her!
 A. has
 B. has had
 C. is having

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 8. DO 9. NA KARTĘ ODPOWIEDZI!

Zadanie 10. (0-3)

W zadaniach 10.1.–10.3. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

- 10.1. _____
 • She's going to give _____ playing volleyball. It doesn't interest her anymore.
 • You have to try to keep _____ with your payments every month. It needs to be regular.
- 10.2. _____
 • Please behave _____, kids. In other way, I'll have to punish you!
 • Have you created it by _____? It looks like an individual work of art.
- 10.3. _____
 • The story _____ place in the 19th century.
 • It usually _____ a lot of time to get used to a new reality in your life.

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 wyraz już podany. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

Uwaga: nie zmieniaj formy podanych wyrazów.

11.1. It was hard for Emily to focus on her French classes.

FOUND

_____ on her French classes hard.

11.2. The last time David visited Paris was in 2022.

NOT

David has _____ 2022.

11.3. When Susan smiled, Jack kissed her.

BY

Susan _____ time Jack kissed her.

A large rectangular area with horizontal dashed lines, intended for writing answers. The lines are evenly spaced and extend across the width of the page.

Karta odpowiedzi

Nr zad.	Odpowiedzi					
1.1.	A	B	C	D	E	F
1.2.	A	B	C	D	E	F
1.3.	A	B	C	D	E	F
1.4.	A	B	C	D	E	F
1.5.	A	B	C	D	E	F
2.1.	A	B	C			
2.2.	A	B	C			
2.3.	A	B	C			
2.4.	A	B	C			
2.5.	A	B	C			
2.6.	A	B	C			
3.1.–3.4.	Ocena egzaminator					
4.1.	A	B	C	D	E	F
4.2.	A	B	C	D	E	F
4.3.	A	B	C	D	E	F
4.4.	A	B	C	D	E	F

Nr zad.	0	1
3.1.	0	1
3.2.	0	1
3.3.	0	1
3.4.	0	1

Nr zad.	0	1
5.4.	0	1
5.5.	0	1
5.6.	0	1
5.7.	0	1

Nr zad.	0	1
10.1.	0	1
10.2.	0	1
10.3.	0	1

Nr zad.	0	1
11.1.	0	1
11.2.	0	1
11.3.	0	1

5.1.	A	B	C	D	
5.2.	A	B	C	D	
5.3.	A	B	C	D	
5.4.–5.7.	Ocena egzaminator				
6.1.	A	B	C	D	
6.2.	A	B	C	D	
6.3.	A	B	C	D	
6.4.	A	B	C	D	
6.5.	A	B	C	D	
7.1.	A	B	C	D	E
7.2.	A	B	C	D	E
7.3.	A	B	C	D	E
7.4.	A	B	C	D	E
8.1.	A	B	C		
8.2.	A	B	C		
8.3.	A	B	C		
9.1.	A	B	C		
9.2.	A	B	C		
9.3.	A	B	C		
9.4.	A	B	C		
10.–12.	Ocena egzaminator				

WYPEŁNIA EGZAMINATOR

ZADANIE 12						
Punkty	0	1	2	3	4	5
Treść	0	1	2	3	4	5
Spójność	0	1	2			
Zakres	0	1	2	3		
Poprawność	0	1	2			