



WYPEŁNIA ZDAJĄCY

KOD

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PESEL

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**Egzamin maturalny**

*Formuła 2023*

# JĘZYK ANGIELSKI

## Poziom rozszerzony

DATA: .....

GODZINA ROZPOCZĘCIA: .....




CZAS TRWANIA: **150 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 1–10. 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. (0–6)** 

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1.1.–1.3. zakreśl jedną z liter: A, B albo C.

**Tekst 1.**

**1.1. What conclusions can you draw from the text?**

- A. Misbehavior may be the reason for retaking the school year.
- B. The new law prioritizes students' performance results over behavior.
- C. Achieving 50% of the total behavioral score guarantees to move up.

**Tekst 2. (do zadań 1.2.–1.3.)**

**1.2. What is Ms. Anderson's main motivation for applying to this company?**

- A. She is looking for a company that emphasizes collaboration.
- B. She wants to work in a role that allows for travel.
- C. She is drawn to the company's progressive values.

**1.3. Which skills does Ms. Anderson highlight from her past job?**

- A. Creating detailed marketing reports and analytics
- B. Overseeing online customer relations and organizing a team
- C. Leading face-to-face client meetings and events

W zadaniach 1.4.–1.6. zakreśl jedną z liter: A, B, C albo D.

**Tekst 3. (do zadań 1.4.–1.6.)**

**1.4. The primary objective of the Robbers Cave Experiment was to**


- A. see how isolation affects teenagers' behavior.
- B. explore how group rivalry begins and if teamwork can resolve it.
- C. observe teenagers' reactions to living outdoors without adults.
- D. study how friendships develop in new social settings.

**1.5. In the second stage of the experiment, the psychologists encourage conflict between the groups by**

- A. allowing each group to design unique symbols and identities.
- B. moving each group to separate areas within the park.
- C. assigning both groups to work together on shared tasks.
- D. having the groups meet and engage in direct contests.

1.6. In the final stage, to lower the hostility between the groups, the researchers use

- A. allowing the groups to express frustration openly.
- B. promoting a return to their separate group spaces.
- C. setting up challenges that needed both groups' joint effort.
- D. keeping the groups permanently separated.

**Zadanie 2. (0-5)** 

Usłyszysz dwukrotnie pięć wypowiedzi związanych z nadużyciem urządzeń elektronicznych w różnych sferach życia. 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.

The speaker

- A. encourages people to take some proactive approach.
- B. was dissatisfied with the condition of his device.
- C. warns his listeners against overusing phones in the workplace.
- D. discourages people from using an electronic device in a public institution.
- E. blames somebody else for his or her habit.
- F. expresses his or her opinion concerning some unfortunate course of events.

2.1.	2.2.	2.3.	2.4.	2.5.

**PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 1. DO 2. NA KARTĘ ODPOWIEDZI!**

**Zadanie 3. (0-4)**

Usłyszysz dwukrotnie rozmowę na temat ciekawego projektu miejskiego. 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.


**A HEALTHY TICKET**

In order to receive a free public transport ticket, participants must perform the number of specific physical exercises in the limited time in front of a special device responsible for 3.1. \_\_\_\_\_ in order to monitor if the exercise is done in a proper way.

To get the 'healthy ticket', people who are with disabilities or are in the specific age group are given the choice between 3.2. \_\_\_\_\_, in comparison to the rest of the potential passengers.

By the end of the second phase, the project had recorded more than 2.3 million squats, which equals to around 3.3. \_\_\_\_\_ free tickets for city bus or train rides.

The project was first launched during the sports festival with the support of the Cluj-Napoca City Hall and the Local Council, and it 3.4. \_\_\_\_\_ the next edition when it comes to the time frame.

**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.	discuss how one term can differ based on cultural or social norms?	
4.2.	focus on the reasons for constant lying despite the consequences?	
4.3.	explain the psychological complexity of lying and its various forms?	
4.4.	distinguish between two terms and the complexity of defining one of them?	
4.5.	provide insight into lying as a tool that isn't always viewed negatively?	

## LYING

**A.** Lying involves knowingly misleading someone by giving false information. The Polish language defines lying as intentionally communicating untrue statements. However, lying differs from deception, which, in the same way as fraud, involves deliberately misleading someone to gain an advantage, like exaggerating a product's features for profit. Psychologists are divided on whether lying is purely about factual inaccuracy or a misalignment with subjective reality. For instance, if someone believes another person is foolish, this may be more an opinion than a lie. Jolanta Antas, a linguist, notes that lying can also be non-verbal, such as silently agreeing with a falsehood, although this raises questions about the lie's context.


**B.** Mateusz Cichocki's work, *The Meaning and Function of Lying in Interpersonal Relationships*, suggests that lying differs depending on the context, its interpretation and the people involved. For example, you keep silent about certain issues, agree to misinformation, or hide emotions. There are always two sides in a lie – the sender of the message and the receiver. The latter needs to interpret the message's truthfulness. How people perceive lies depends on their understanding of reality and their relationship. For some, therefore, an insincere smile or silence about their own emotions will not be interpreted as a lie.

**C.** Detecting lies is difficult, especially if someone lies convincingly and knows what posture to adopt so that the recipient will recognise their messages as true. Lawyers and judges are somewhat better at detecting lies, accurately judging up to 65% of cases. Lying often feels natural because honesty requires vulnerability, while lies can protect us. People lie to avoid something what might happen as a result of it, or avoid embarrassment. However, exposure can lead to social exclusion, as in cases of plagiarism or falsely claiming credit. Yet, people continue to lie because it offers a false sense of security until exposed.

**D.** There is also the concept of the "courtesy lie" in psychology. It refers to questions about how we feel, which can be heard from strangers. For instance, in the U.S., when asked "How are you?" by a stranger, it's acceptable to respond with a polite but insincere "I'm fine." It helps to shorten the distance between interlocutors. Such politeness questions do not require sincerity. In China, lying about one's wellbeing or about one has eaten when asked can show respect. Susan Blum, in *Lies that Bind*, explains that some lies are seen as necessary for social harmony. Lying, in some cases, becomes a form of politeness rather than deceit. However, society generally criticises deception unless it serves a moral or cultural purpose.

Na podstawie: [www.wariograf.com.pl](http://www.wariograf.com.pl)

**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.

### A MODERN COMMUNICATION CHALLENGE

Let's imagine the following situation: we are meeting someone we know and, while talking to them, they catch the eye of a notification on their phone screen. **5.1.** \_\_\_\_\_ This is what phubbing can look like. The word itself is a combination of the two words 'phone' and 'snubbing' and means nothing more than ignoring another person by using a mobile phone.

A negative impact of this phenomenon is a dismissive attitude towards other people. **5.2.** \_\_\_\_\_ Moreover, it worsens the mood of both one party and the other by showing and experiencing being ignored. In some situations, it can also have an impact on the way we perceive and evaluate ourselves and our self-worth. **5.3.** \_\_\_\_\_ After that, it would lead to threaten one's fundamental needs of belonging, control, self-esteem and a sense of existence.

We should remember that constant use of devices can also lead to FOMO, i.e. the fear of missing out on something interesting, perhaps important, the moment we put the phone down. **5.4.** \_\_\_\_\_ It has even doubled since, in recent times, smartphones have replaced PCs and laptops as the devices through which people use the internet most frequently. And that gave its users even greater chances of checking on the multitude of notifications more frequently, leading such people to become active smartphone addicts.

British researchers from the University of Kent County set out to determine the social consequences of phubbing. To do this, they conducted a study in which participants watched a three-minute animation and were then asked to put themselves in the role of one of the characters. **5.5.** \_\_\_\_\_ The data collected, based on the said options, showed that phubbing had a negative impact on the perceived quality of communication and relationship satisfaction. The study analyzed the effects of phubbing on the quality of interactions and relationship satisfaction.

The effects of phubbing may be analogous to people who are socially excluded for other reasons, for example discrimination. As highlighted by the researchers – it would be worthwhile for further studies on this issue to consider the scale of the phenomenon and to extend further analyses to include the effects of it in different relationship contexts. Research could help to identify the effects of phubbing among different individuals such as friends or enemies.

- A. As a result, all of these aspects can take a very broad toll on both mental and physical health.
- B. Without thinking, there's a reach made for the smartphone, giving the impression of being more interested in the content on the display than in the conversation.
- C. The anxiety of disconnecting from the digital world and not seeing the latest updates on social media posts has become a serious problem.
- D. These studies could have revealed how phubbing influenced interactions between friends, enemies, and within different social groups.
- E. In other words, this type of behavior can contribute to the disruption of interpersonal relationships.
- F. They were asked to imagine being ignored, partially ignored, or fully engaged by a communication partner.

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 6. (0–8)**

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

**Tekst 1.**

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Lila walked along the familiar path, her sneakers crunching on the gravel, her mind far away. Her daily jog was her escape – her only respite from the chaos of the corporate world, at least for a while. As she ran through the park, her thoughts raced with concerns about her big presentation, the promotion she was chasing, and the pressure and expectations that seemed to grow heavier with each passing day. Suddenly, out of nowhere, a loud screech pierced the air. Before Lila could react, a bicycle had speeded towards her. The cyclist, a young man, frantically struggled to swerve away, but it was too late. He collided with her at full speed, sending both of them crashing to the ground. Pain shot through her leg, and she felt a sharp sting in her head as it hit the pavement. The world went dark.

When Lila woke, the sterile smell of a hospital filled her senses. She felt a splitting headache, and her leg felt numb. As she tried to sit up, a nurse hurried over. 'Easy now,' the nurse said softly, helping her adjust. 'You had quite the fall.' Lila blinked, trying to recollect what had happened. 'The bike... is he okay?' 'The cyclist is fine. Just a few scratches. But you... well, you fractured your leg, and there's some concern about your head injury. We'll need to keep you

here for a while.’ The news hit Lila like a ton of bricks. She had never broken a bone before, never been admitted to hospital for anything serious. And now, she was stuck here, unable to move, her work deadlines slipping further out of reach, and anxiety set in.

Days turned into weeks. Lila was immobilized, unable to work or continue her routines. Her phone buzzed with messages from her boss, clients and colleagues, but the more the world pressed in on her, the more she realized something she had never considered before: she didn’t miss it. In the forced stillness, Lila found something she hadn’t experienced in years – time. She began reading again, consuming books she had long forgotten. She spent hours staring out of the hospital window, watching the clouds drift by, letting her mind wander freely for the first time in a decade.

Then, one afternoon, the door to her room creaked open, and the cyclist walked in. His arm was in a sling, but he smiled awkwardly as he approached her bed. ‘I... I just wanted to apologize,’ he said, his voice full of regret. ‘I wasn’t paying attention. I’m so sorry.’ Lila waved him off. ‘Accidents happen. I guess we’re both paying for it now’ – Lila accepted with a smile, and their conversation revealed they shared more in common. Eric was an artist trapped in a job he hated, yearning for a more fulfilling life. His story struck a chord with Lila, who had spent years striving for success without true happiness – climbing the corporate ladder, chasing promotions, accumulating success.

When she was discharged, Lila made a bold choice. Instead of returning to her high-stress job, she quit and packed her bags. She traveled, explored, and rediscovered her passions. Eric and Lila stayed connected, crossing paths during their adventures. Lila’s life found a new rhythm, guided by her dreams and creativity rather than external expectations.

Reflecting on the accident, Lila realized it was the catalyst she needed. What seemed disastrous had become the best thing that ever happened to her, prompting her to embrace a life full of adventure, self-discovery, and meaningful connections.



**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. What conclusion can be drawn about Lila’s work-life balance before the accident?**

- A. She was highly satisfied and passionate about her career.
- B. She felt overwhelmed by the demands of her job.
- C. She was on the verge of a career change before the accident.
- D. She often took long vacations to relax.

**6.2. What caused Lila to lose consciousness during her jog, according to the text?**

- A. The stress of thinking about her presentation.
- B. A loud noise that startled her and caused her to faint.
- C. A collision with a cyclist who was unable to avoid her.
- D. The lack of knowledge about the right of way on the road.

**6.3. What idea does the author express through Lila's reflections during her hospital stay?**

- A. Success is defined by how much pressure you've got in your life.
- B. Sometimes life forces us to confront what we've been avoiding.
- C. Working hard always brings the greatest relationships.
- D. Accidents and setbacks should be seen as mere inconveniences.

**6.4. Which statement best summarizes the main idea of the text?**

- A. An unexpected event can lead to profound personal change.
- B. Adversity reveals the importance of meaningful relationships.
- C. Finding balance in life requires difficult sacrifices.
- D. Success is often redefined through moments of stillness.

**PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 6.1. DO 6.4. NA KARTĘ ODPOWIEDZI!**

Tekst 2.

### HOW TO 'RE-DISCOVER' YOURSELF

Self-discovery is a crucial part of personal growth, often leading to a more fulfilling and authentic life. Understanding who you are and what you truly value allows you to make decisions aligned with your passions and purpose. But how can one embark on this journey?

The first step is self-reflection. Taking time away from the distractions of daily life to think about your experiences, emotions, and desires can be transformative. A powerful tool for this purpose is journaling. By writing down your thoughts, you can identify recurring patterns, clarify your feelings, and explore what truly drives you. This act of recording your inner world provides a clearer comprehension of how your past has shaped your beliefs and what inspires your ambitions. Additionally, meditation can help you become more capable of recognizing your inner self, bringing clarity to your priorities and highlighting what matters most.

Setting personal goals is also essential in the journey of self-discovery. Reflect on what makes you feel genuinely excited and passionate. Once you identify these aspects, create achievable objectives that bring you closer to them. But don't set the bar too high. These personal goals don't always have to be career-oriented; they can be about nurturing hobbies, building stronger

relationships, or enhancing your well-being. The aim is to ensure your goals resonate with your true self, not merely fulfilling expectations, external pressures or sick ambitions. Authentic living, without overexaggeration, involves pursuing what brings you joy and meaning.

Seeking feedback from close friends or mentors can provide valuable insights. Sometimes, those close to us can see strengths or struggles we are blind to. Constructive criticism can illuminate areas where you excel or need growth, helping you adjust your path accordingly. However, remember you are the best judge of your values, and not all advice will align with your unique path. Therefore, it's essential to find a balance in everything.

Finally, self-compassion is vital. There will be moments of setbacks, doubts, or confusion. Therefore, it's crucial to recognize that it's perfectly normal to change course or redefine your aspirations or plans as you learn and evolve. Do not skip anything – embrace both positive or challenging situations as the next building blocks bringing you closer to your true self.

Self-discovery is a lifelong journey, and every new step you take contributes to a deeper self-understanding.

**Uzupełnij luki 6.5.–6.8. w streszczeniu zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.**


**Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

Reflecting on yourself can be done through such practices as **6.5.** \_\_\_\_\_,  
or \_\_\_\_\_ .

Before you set your personal goals, it's important to make sure you are not too **6.6.** \_\_\_\_\_,  
\_\_\_\_\_ about them.

Receiving feedback from the trusted ones can be beneficial on condition that it **6.7.** \_\_\_\_\_,  
\_\_\_\_\_ .

In order to overcome some obstacles while taking care of your self-compassion, you should take **6.8.** \_\_\_\_\_ as each of them teaches you something more about yourself.

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.

## DIGITAL AUTISM

We usually link the term ‘autism’ with an in-born disorder. However, ‘digital autism’ ought to not be confused with the ‘true’ one. The symptoms of the **7.1.** \_\_\_\_\_ include an inability to maintain close contact with other people, as well as frequent feelings of overstimulation and difficulty functioning in an environment where there is a lot going on **7.2.** \_\_\_\_\_ without any break or distinction. On the other hand, digital autism bears a resemblance to autism **7.3.** \_\_\_\_\_ the potential impact on social skills, communication, and emotional development. It can be best characterised by a great **7.4.** \_\_\_\_\_ of negative social and cognitive effects that some believe are linked to excessive or inappropriate use of digital devices, such as smartphones, tablets, and computers, especially among children. It is not a term for a disease that can be **7.5.** \_\_\_\_\_ by a specialist, such as a psychologist. Neurobiologists **7.6.** \_\_\_\_\_ that people who spend several hours a day browsing apps on a smartphone start to experience various difficulties in their lives after a while.

7.1.

- A. first
- B. latter
- C. foremost
- D. former

7.3.

- A. apart from
- B. due to
- C. in favour of
- D. despite

7.5.

- A. diagnosed
- B. discovered
- C. uncovered
- D. approved

7.2.

- A. at all costs
- B. at last
- C. at a loss
- D. at once

7.4.

- A. few
- B. deal
- C. range
- D. means

7.6.

- A. find out
- B. work out
- C. point out
- D. check out

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 8. (0-4)**

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.) przekształcając wyrazy z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

analyse	design	efficient	resist	sense	succeed
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**DIRT JUMPING**

This extreme sport connects mountain biking and aerobics. It focuses on performing aerial tricks **8.1.** \_\_\_\_\_ while launching off dirt ramps – no failure is accepted here. Dirt jumping demands not only courage and creativity but also an in-depth **8.2.** \_\_\_\_\_ and consideration of several factors, including equipment, technique, and terrain. Riders must constantly push their limits to achieve greater heights and more complex tricks, making this sport both physically demanding and thrilling. The bikes used in dirt jumping are built with frames made from highly **8.3.** \_\_\_\_\_ to any difficult conditions materials, such as chromoly steel or aluminum. In addition to the equipment, the layout of the dirt jumps is crucial. So far, the take-off ramps **8.4.** \_\_\_\_\_ to provide the rider with enough height for impressive tricks, but some changes are going to be made in this matter to improve the spectacularity of each ride.



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			
1.2.	A	B	C			
1.3.	A	B	C			
1.4.	A	B	C	D		
1.5.	A	B	C	D		
1.6.	A	B	C	D		
2.1.	A	B	C	D	E	F
2.2.	A	B	C	D	E	F
2.3.	A	B	C	D	E	F
2.4.	A	B	C	D	E	F
2.5.	A	B	C	D	E	F
3.1.–3.4.	Ocena egzaminator					
4.1.	A	B	C	D		
4.2.	A	B	C	D		

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

Nr zad.	0	1
6.5.	0	1
6.6.	0	1
6.7.	0	1
6.8.	0	1

Nr zad.	0	1
8.1.	0	1
8.2.	0	1
8.3.	0	1
8.4.	0	1

Nr zad.	0	1
9.1.	0	1
9.2.	0	1
9.3.	0	1
9.4.	0	1

4.3.	A	B	C	D		
4.4.	A	B	C	D		
4.5.	A	B	C	D		
5.1.	A	B	C	D	E	F
5.2.	A	B	C	D	E	F
5.3.	A	B	C	D	E	F
5.4.	A	B	C	D	E	F
5.5.	A	B	C	D	E	F
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.–6.8.	Ocena egzaminator					
7.1.	A	B	C	D		
7.2.	A	B	C	D		
7.3.	A	B	C	D		
7.4.	A	B	C	D		
7.5.	A	B	C	D		
7.6.	A	B	C	D		
8.1.–8.4.	Ocena egzaminator					
9.1.–9.4.	Ocena egzaminator					

WYPEŁNIA EGZAMINATOR

ZADANIE 10						
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	3		