

WYPEŁNIA ZDAJĄCY

KOD

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PESEL

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Miejsce na naklejkę.

Sprawdź, czy kod na naklejce to

M-300.

Jeżeli tak – przyklej naklejkę.

Jeżeli nie – zgłoś to nauczycielowi.

Egzamin maturalny

Formuła 2023

JĘZYK ANGIELSKI

Poziom podstawowy

TEST DIAGNOSTYCZNY

Symbol arkusza

MJAP-P0-**300**-2209

DATA: **30 września 2022 r.**

GODZINA ROZPOCZĘCIA: **9:00**

CZAS TRWANIA: **do 130 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **45**

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 19 stron (zadania 1–9). 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. 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. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj  pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe pole.
7. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
8. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.



Zadanie 1. (0–4)

Przeczytaj tekst. Dobierz właściwe pytanie (A–F) do każdej oznaczonej części tekstu (1.1.–1.4.). Wpisz odpowiednią literę w każdą kratkę.

Uwaga: dwa pytania zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A. What other tourist attractions can you discover while visiting the *127 Yard Sale*?
- B. How can you find what you need on the *127 Yard Sale*?
- C. What typically attracts people to yard sales?
- D. Why is the event called the *127 Yard Sale*?
- E. Which sellers are the most popular?
- F. When did the *127 Yard Sale* start?

THE 127 YARD SALE – A UNIQUE SHOPPING OPPORTUNITY

1.1.	
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You've probably been to a garage sale or yard sale at least once in your life and you may have wondered what makes them so popular. These small events are an opportunity to find something which is both cheap and unique and, sometimes, really valuable. Some people visit them to buy old furniture, which can be renovated and later sold at a higher price.

1.2.	
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If you want to experience a yard sale like no other, then visit the *127 Yard Sale*, which takes place in the USA. It is held at the beginning of August every year. Its name comes from the number of the interstate highway along which it takes place. It's so long that it stretches across six states. It begins in Michigan and ends in Alabama – over 690 miles away! It is the world's longest yard sale.

1.3.	
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There's a website for the *127 Yard Sale*. It allows you to search for particular sellers. You just have to type the names of the items you are looking for into the search box and the site tells you where the sellers of those items are located. Because there are so many people offering all kinds of products, it would be impossible to locate what you are interested in without the search option.



1.4.	
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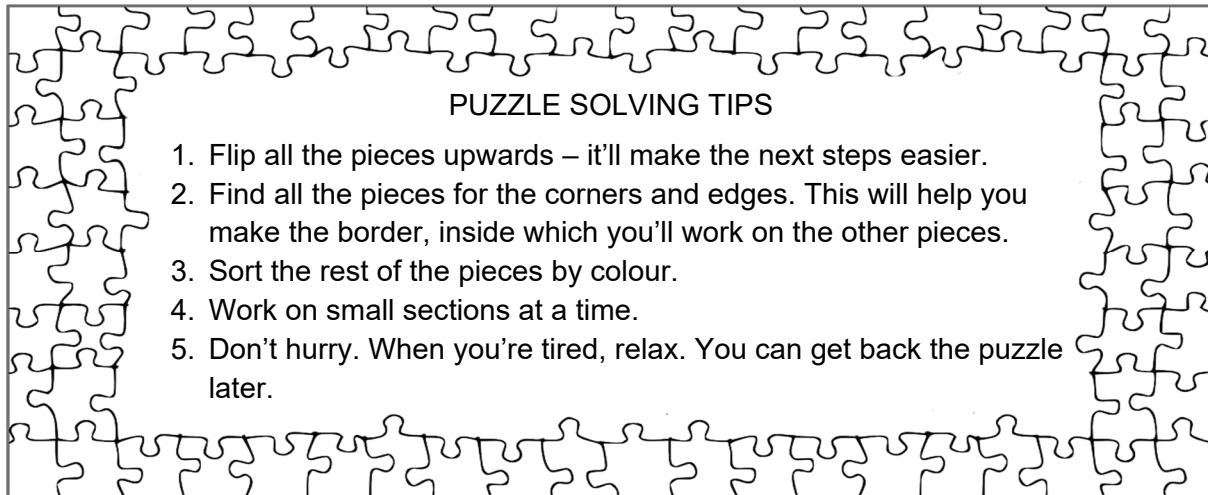
Moving from one location to another, you will also experience the wonders of nature, visit a variety of restaurants and find affordable accommodation. You will see some of the most beautiful landscapes and quiet little towns in America. Places that you would never even think existed are waiting for you.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. (0–7)

Przeczytaj cztery teksty (A–D). Wykonaj zadania 2.1.–2.7. zgodnie z poleceniami.

Tekst A



Tekst B

ARE YOU KEEN ON PUZZLES?

Join our 8th Annual Jigsaw Puzzle Meeting
on Saturday, 26th February at Grand Oaks Recreation Centre!

You will have three hours to complete a 500-piece puzzle. No experience is needed, just come down for a fun day of puzzling! All ages are welcome.

The first person to finish their puzzle wins! There are lots of prizes, plus the champion in each age group will win a trip abroad!

Register at the Grand Oaks Recreation Centre website. Please remember that the number of places is limited.



Tekst C

Do you buy puzzles, do them once and then put them away in a cupboard? Wouldn't it be nice to pass the puzzles on to someone else and get new ones in return?

The Jigsaw Puzzle Swap Exchange is the largest international association of puzzle enthusiasts who exchange puzzles with each other, worldwide. When you finish doing a puzzle, simply put it back in the box and send it to another member who, in return, will send you a puzzle they no longer need. We also have a library of over 2,500 puzzles, from which members can select the ones they want.

If you would like to exchange your puzzles with others, simply [register here](#) using our online membership form.

Tekst D

PUZZLE HOUR – MY BLOG ABOUT PUZZLES

Time for puzzles!

Lots of adults enjoy doing 500-piece jigsaw puzzles and these puzzles are my favourite. New puzzle enthusiasts often want to know how long it takes to put them together.

Well, it normally takes between 2 to 6 hours to complete a 500-piece puzzle. I tend to work on them over 2 to 3 afternoons because I'm not preparing for a competition and I don't like to hurry. But there are some people who can do 500-piece puzzles surprisingly quickly. The shortest known time is 46 minutes, which was achieved by Jana Hanzelková from the Czech Republic. On average she spent just 5 seconds on each piece, and that is incredibly fast!

Przeczytaj zdania 2.1.–2.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.

Uwaga: jeden tekst nie pasuje do żadnego zdania.

2.1.	The author of the text encourages readers to join a puzzle-sharing group.	
2.2.	The author of this text gives facts about a record-holder.	
2.3.	This text is a competition announcement.	

PRZENIEŚ ROZWIĄZANIA ZADAŃ OD 2.1. DO 2.3. NA KARTĘ ODPOWIEDZI!



Przeczytaj wiadomość Julii do kolegi. Uzupełnij luki 2.4.–2.7. zgodnie z treścią tekstów A–D, tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim.

Uwaga: w każdą lukę można wpisać maksymalnie trzy wyrazy.

Cześć Tomek!

Dzięki za świetny prezent urodzinowy! Nie sądziłam, że układanie puzzli może być tak ciekawe. Ułożenie puzzli od Ciebie zajęło mi dwa dni. Sądziłam, że to szybko, dopóki nie dowiedziałam się, że rekord świata w układaniu puzzli z pięciuset elementów (czyli takich jak moje) to zaledwie **2.4.** _____!

Przy układaniu moich pierwszych puzzli stosowałam się do rad, które mi wysłałeś. Najpierw odwróciłam wszystkie puzzle obrazkiem do góry, potem ułożyłam ramkę, a resztę podzieliłam ze względu na **2.5.** _____.

Znalazłam też stronę internetową, która pozwala użytkownikom **2.6.** _____
_____. Żeby móc to robić, wystarczy się na niej zarejestrować.

Z tej strony korzystają pasjonaci układania puzzli z całego świata!

Julia

P.S. Może kiedy już podszkolę się w układaniu puzzli, weźmiemy udział w zawodach?

Widziałam niedawno ogłoszenie o konkursie układania puzzli na czas. Główna nagroda to **2.7.** _____!

Zadanie 3. (0–5)

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

Elizabeth Zott, a chemist, was, as all stars are, discovered. It happened thanks to a lucky incident, though. The whole story began with food sharing.

The story was simple: Amanda Pine was eating Madeline Zott's lunches. This was because Madeline's lunch wasn't just plain and simple. While all the other children ate sandwiches, Madeline in her lunchbox often found a slice of lasagne, a kiwi, cherry tomatoes and two chocolate chip cookies. That was why everyone wanted Madeline's lunch and so did Madeline. But even though Madeline thought her food was delicious, she usually ate only small bits of it so she could offer the rest to Amanda, because she was her best friend.

One day Elizabeth noticed that Madeline's clothes were beginning to hang on her and so she started to wonder what was going on. As a scientist, she always wanted a logical explanation, and the moment she met Amanda Pine, whose little lips were covered with tomato sauce, she knew she'd found it.

"Mr Pine," Elizabeth said, walking into the local television studio on a Wednesday afternoon, "My name is Elizabeth Zott. I'm Madeline's mother – our children go to school together – and I'm here to tell you that your daughter's eating my daughter's lunch."

"L-lunch?" Walter Pine said, as he looked at the woman who stood before him in her white lab coat.

"Yes. It's been going on for months," she said angrily.

Walter was trying to understand. As a producer of afternoon television, he knew drama. But this? She was angry. And beautiful. Was she auditioning for something?

"I'm sorry," he finally said. "But all the nurse roles have been cast."

"What? Amanda Pine!" she repeated.

He blinked. "My daughter? What about her? Are you a doctor?"

"Of course not. I'm a chemist. I've come here during my lunch hour because you don't return my calls. Make your daughter a better lunch," Elizabeth said, looking at the walls. They were filled with posters advertising soap operas and game shows.

"My work," Walter said. "Maybe you've seen one?"

She turned back to him. "Mr Pine, I don't have the time to make your daughter lunch. We know food determines our future. And yet... Does anyone have the time to teach people to make food that matters? I wish I did, but I don't. Do you?"

As she turned to leave, Walter said quickly, "Wait, please just stop, *please*. What – what was that thing you just said? About teaching people how to make food that *matters*?"

Supper at Six started four weeks later. And while Elizabeth wasn't keen on the idea – she was a chemist – she took the job for the usual reasons: it paid more than her previous job and she had a child to support.



Within six months, Elizabeth was a rising star. Within a year, her cooking show was an institution. And within two years, it had proven its power not only to unite parents with their children, but citizens with their country. When Elizabeth Zott finished cooking, the whole country sat down to eat.

3.1. Which is TRUE about Madeline's lunches?

- A. They were similar to other children's lunches.
- B. Madeline shared her lunches with somebody.
- C. Other children were stealing lunches from Madeline.
- D. Madeline disliked the contents of her lunchbox.

3.2. During the meeting with Elizabeth, Walter Pine was

- A. angry.
- B. intolerant.
- C. confused.
- D. disappointed.

3.3. Elizabeth and Walter met at

- A. Elizabeth's lab.
- B. the doctor's office.
- C. Walter's place of work.
- D. their children's school.

3.4. As a result of her conversation with Walter Pine, Elizabeth

- A. changed her job.
- B. learnt to cook.
- C. got a part in a soap opera.
- D. offered to feed Walter's daughter.

3.5. Which is the best title for the text?

- A. DISCUSSIONS BETWEEN PARENTS AND THEIR CHILDREN
- B. A CHEMIST'S TIPS ON HOW TO COOK HEALTHY MEALS
- C. PUNISHMENT FOR STEALING FOOD AT SCHOOL
- D. A CAREER-CHANGING MEETING

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 4. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (4.1.–4.4.) 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.

AN UNEXPECTED VISITOR

Around 2004 I lived alone in New Jersey without a car. I ordered food from the local pizza place almost every night. Delivery was usually made by someone in an old car, or on a motorbike. One night, I placed an order right before closing. **4.1.** _____ It was dark outside but I could see a logo on the front of the car: two Rs on top of each other. I didn't know much about cars, but I was pretty sure it was a Rolls Royce, so it was probably worth more than the house I was living in! **4.2.** _____ He reached into the car and pulled out my pizza. I immediately started counting out a tip, but he just shook his head. He told me to enjoy my food, wished me a good night, got back in his car, and drove off into the night. **4.3.** _____ The owner answered the phone and I mentioned the strange experience I'd had. He started laughing and told me that his brother, the financial director of one of the biggest banks in New York City, had made the delivery. The usual driver had left my pizza behind by accident when he set off on his last delivery round of the night, and the owner was about to phone me to apologise and cancel my order. **4.4.** _____ Seeing the problem, he offered to deliver my pizza.

- A. I was very curious about who the unusual driver was, so I called the pizzeria.
- B. A few days later I decided to walk up to the pizza place instead of ordering delivery.
- C. However, just then, his brother happened to stop by the pizzeria on his way home.
- D. The driver's door opened and a man in an elegant suit got out.
- E. About an hour later, a black car which looked expensive stopped in my driveway.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!



Zadanie 5. (0–3)

Uzupełnij poniższe minidialogi (5.1.–5.3.). Wybierz spośród podanych opcji brakującą wypowiedź, tak aby otrzymać spójny i logiczny tekst. Zakreśl jedną z liter: A, B albo C.

5.1. X: Do these shoes fit or shall I bring you a bigger pair?

Y: _____ And the colour's perfect as well.

X: I'm glad to hear it.

- A. Please do.
- B. I hope so, too.
- C. They're just right.

5.2. X: Can you give me my book back?

Y: I'm so sorry but _____.

X: All right, then. Take your time. I can wait a few more days.

- A. I'm still reading it
- B. I must return it
- C. I've already done it

5.3. X: Are you going to the concert?

Y: _____

X: What a pity, neither can I!

- A. I can't wait for it.
- B. I can't make it this time.
- C. I can't miss it.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–4)

W zadaniach 6.1.–6.4. spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania albo fragmentu zdania. Zakreśl jedną z liter: A, B albo C.

6.1. I'm afraid **we haven't got any time left**. We'll finish this topic in our next lesson.

- A. it is never the right time
- B. we've run out of time
- C. we need to find the best time

6.2. I understand you're angry but **there's no need to** shout.

- A. you don't have to
- B. you can't afford to
- C. you aren't allowed to

6.3. **I don't mind taking care of** your dog while you're on holiday next week.

- A. I can look after
- B. I will have to be careful with
- C. I may forget about

6.4. **This music is driving me crazy**. Can you turn it down, please?

- A. I love listening to this music.
- B. I'm crazy about this music.
- C. I'm annoyed by this music.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!



Zadanie 7. (0–3)

W zadaniach 7.1.–7.3. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

7.1. _____

- I rarely drive to work. I usually the 8:30 a.m. train to avoid traffic jams.
- Remember to off your shoes when you come into the house.

7.2. _____

- Have you heard the latest news? Jake is going with Lucy.
- Kate looked of the window and to her surprise she saw a lion walking along the street.

7.3. _____

- Give me a and stop talking, please. I'm really tired of listening to this story over and over again.
- What would you like to do during the lunch? We could go to that nice snack bar round the corner.

Zadanie 8. (0–3)

Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (8.1.–8.3.). 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.

8.1. I was so bored with the movie that I fell asleep.

SUCH

It was _____ that I fell asleep.

8.2. My younger sister can sing very well.

AT

My younger sister is _____.

8.3. Driving a car in a big city isn't easy.

DRIVE

It isn't _____ a car in a big city.



Zadanie 9. (0–12)

W Twojej miejscowości ekipa filmowa niedawno kręciła film. Zagrałeś(-aś) w nim niewielką rolę. W e-mailu do kolegi z Anglii:

- poinformuj, jakie warunki musiałeś(-aś) spełnić, żeby zagrać w tym filmie
- opisz, w jaki sposób przygotowałeś(-aś) się do zagrania swojej roli
- podziel się swoimi wrażeniami z pracy na planie filmowym
- zachęć kolegę do obejrzenia tego filmu i poproś go o wyrażenie opinii o Twojej grze.

Napisz swoją wypowiedź w języku angielskim.

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 80 do 130** 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).

Podpisz się jako **XYZ**.

CZYSTOPIS

Hi Mark,

You'll never guess what happened last month. A film crew came to my city and I got a small role in their film.

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BRUDNOPIS (*nie podlega ocenie*)

JEZYK ANGIELSKI

Poziom podstawowy

Formuła 2023



JEZYK ANGIELSKI

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