

WYPEŁNIA ZDAJĄCY

KOD

--	--	--

PESEL

--	--	--	--	--	--	--	--	--	--

Miejsce na naklejkę.

Sprawdź, czy kod na naklejce to

M-700.

Jeżeli tak – przyklej naklejkę.

Jeżeli nie – zgłoś to nauczycielowi.

Egzamin maturalny

Formuła 2023

JĘZYK ANGIELSKI

Poziom rozszerzony

TEST DIAGNOSTYCZNY

Symbol arkusza

MJAP-R0-700-2412

DATA: **13 grudnia 2024 r.**

GODZINA ROZPOCZĘCIA: **9:00**

CZAS TRWANIA: **do 155 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **45**

WYPEŁNIA ZESPÓŁ
NADZORUJĄCY

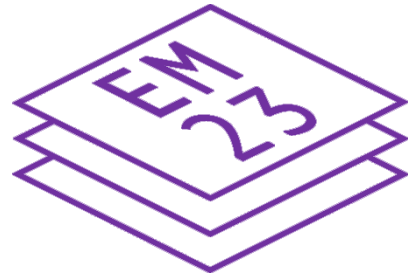
Uprawnienia zdającego do:

- nieprzenoszenia odpowiedzi
na kartę odpowiedzi
- dostosowania zasad
oceniań.




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 18 stron (zadania 1–7). 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. Symbol  zamieszczony przy zadaniu zamkniętym oznacza, że rozwiązanie tego zadania musisz przenieść na kartę odpowiedzi. Ocenie podlegają wyłącznie rozwiązania zaznaczone na karcie odpowiedzi.
7. Aby zaznaczyć odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj  pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe pole.
8. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.



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

Zadanie 1. (0–5)

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1.1.–1.5.). 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

1.1.	give the initial aim of spelling competitions?	
1.2.	refer to a growth in the number of participants in a competition?	
1.3.	mention the mistake she made when she took part in a spelling bee?	
1.4.	suggest why she refused to be involved in a spelling bee as an adult?	
1.5.	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 participated in this contest. 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 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 19th 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 19th 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.



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 down¹. Instead, I threw myself into software engineering. It requires intense concentration and precision just like a "spelling bee", but the accomplishments² belong to the team.

¹ **Turn down** – reject.

² **Accomplishments** – tu: results.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. (0–5)



Przeczytaj tekst, z którego usunięto pięć fragmentów. Wpisz w każdą lukę (2.1.–2.5.) 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 marvel¹ of modern technology: hot and cold water flowing from the same tap. The plumbing² in the villa where he stayed was different from the British standard of separate taps for hot and cold water.

2.1. _____ 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 dual³ taps vanished from the U.S. and continental Europe, most bathroom sinks in Britain still have separate hot and cold taps. **2.2.** _____ 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. **2.3.** _____ 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. **2.4.** _____ 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. **2.5.** _____ 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.

¹ **Marvel** – cud.

² **Plumbing** – hydraulika, instalacja wodociągowa w budynku.

³ **Dual** – podwójny.



- 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!

Zadanie 3. (0–8)

Przeczytaj dwa teksty związane z poezją. Wykonaj zadania 3.1.–3.8. zgodnie z poleceniami.

Tekst 1.

SATURDAY CLUB

Miss Edith Chevalier was the one who started the library groups for girls. Sometimes she would look in and ask what we were reading – not to test us, but just because she wanted to know. That’s what happened on the day my club was reading *The Midnight Ride of Paul Revere* out loud. I guess I was better than the others because after the meeting Miss Chevalier asked if I would recite the whole poem to the Saturday Club. She said a famous professor was going to give a lecture about Henry Wadsworth Longfellow, and she thought a presentation of his most famous poem would be a nice way to start the evening. She said that I would have to memorize it all, “But that shouldn’t be a problem for a girl of your ability, Addie”. I’m telling you, my feet didn’t touch the ground all the way home. It was the biggest thing that had ever happened to me and I learned the whole poem by heart in two days, so I’d be ready for our first “rehearsal”¹.

Miss Chevalier was a small woman with a moon face, chubby fingers and coppery hair that sprang straight up from her head. She had one of those smiles that makes you feel like you have just done something right, which was a good thing since I was really nervous when I went to her office to practise. I only got halfway through the poem when Miss Chevalier stopped me and asked if I knew what “impetuous” meant. She was nice about it, but I wanted to sink through the floor, because I did not know what the word meant and I had mispronounced it. I’m sure I turned bright red, but Miss Chevalier pretended not to notice, handed me the dictionary and said to read the definition out loud.

I will never forget it; “impetuous” means two things: “rushing with great force or violence”, and “acting suddenly, with little thought”. She asked me which one I thought Mr. Longfellow meant. I reread those definitions over and over, trying to figure out the right answer, but Miss Chevalier must have read my mind. “There is no wrong answer,” she said. “I want to know your opinion, Addie.” I had never been asked for my opinion, but I knew I couldn’t keep her waiting, so I said the first thing that came into my head, which was, “Maybe he meant both”.

She liked that.

I told Celia and my parents about the big honour of reciting for the Saturday Club, but when the day came and I put on my coat, Mother said, “You’re not going anywhere”. I told her that I had practised a lot, everyone was waiting for me and they couldn’t start without me. But she shrugged her shoulders² as though it was nothing. “It’s too cold. I don’t want you to get pneumonia.” I couldn’t believe what she was saying.

¹ **Rehearsal** – próba na scenie.

² **Shrug one’s shoulders** – wzruszać ramionami.





W zadaniach 3.1.–3.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.

3.1. Addie was asked to recite the poem because Miss Chevalier felt

- A. the girl was capable of rising to the challenge.
- B. the girl had already learnt Longfellow's poem by heart.
- C. the professor expected such a performance after his lecture.

3.2. The phrase *my feet didn't touch the ground all the way home* suggests that Addie

- A. was delighted with the professor's remark concerning her recital.
- B. feared she would have too little time to learn the poem by heart.
- C. was overjoyed at being given such an important task.

3.3. During the rehearsal,

- A. Miss Chevalier changed her mind about Addie's abilities.
- B. Miss Chevalier made no comment about Addie's embarrassment.
- C. Addie's ignorance of the word "impetuous" annoyed Miss Chevalier.

3.4. We can conclude that the decision to forbid Addie to go to the Club

- A. was anticipated by her to a certain extent.
- B. was communicated just after she shared the good news.
- C. was a sign of her mother's indifference to the importance of the event.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Tekst 2.

DEDICATION

In January 1961, as John F. Kennedy's presidential inauguration approached, his would-be Secretary of the Interior suggested that the poet Robert Frost, who had been appointed consultant in poetry to the Library of Congress in 1958, recite a poem during the ceremony.

John Kennedy approved the idea and asked Frost to either compose a special poem for the occasion or read *The Gift Outright*, written by the poet in the 1930s. As no other poet before him had been asked to contribute¹ to a presidential inauguration, Frost responded to JFK's invitation with enthusiasm. In a telegram sent the following day he wrote, "If you can bear at your age the honor of being made President of the United States, I ought to be able at my age to bear the honor of taking some part in your inauguration. I may not be equal to it but I can accept it". Kennedy's unprecedented request filled Frost with gratitude and pride.

Frost had planned to read *The Gift Outright* – described by him as "a history of the United States in a dozen [actually, sixteen] lines of blank verse" – but once he arrived in Washington two days prior to the inauguration, he became so excited about the event that he decided to compose an additional poem, entitled *Dedication*, and recite it before the one already planned.

Once Frost had completed the 42-line poem he realized he had no time to memorize it – he'd have to read it instead. But on the white winter day of the ceremony, he ran into some difficulties. The inauguration took place on a bitterly cold, sunny day at the U.S. Capitol. Approximately one hour in, Frost made his way to the podium and began reading *Dedication*, but soon stopped. The sun's glare², reflecting off the snowy ground, was far too bright for a pair of 86-year-old eyes. As a result, the reading of the text past the third line was impossible. Vice President Lyndon B. Johnson tried to block the sun with his hat, but Frost abandoned³ the effort altogether. Instead, he recited *The Gift Outright* from memory.

The audience clapped and cheered loudly to express their admiration. *The Washington Post* referred to the reading as one of the highlights of the ceremony, noting that "Robert Frost in his natural way stole the hearts of the inaugural crowd". Indeed, although the turn of events reportedly resulted in embarrassment for Frost, it became a triumphant event in his career, a spontaneous moment that memorialized his association with an iconic President at the dawn of a new chapter in American history.

¹ **Contribute** – wnieść wkład, przyczynić się.

² **Glare** – blask.

³ **Abandon** – zrezygnować, odstąpić.



Uzupełnij luki w zdaniach 3.5.–3.8. 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 sześć wyrazów.

3.5. Robert Frost felt honoured as _____
to perform at a presidential inauguration.

3.6. The poem *Dedication* was written during _____
Washington.

3.7. At the ceremony, bright sunlight prevented the poet from _____
_____, despite an attempt made to help him solve the problem.

3.8. Although initially the incident made _____,
in the long run it proved to be very significant in his career.



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

CHOCOLATE SNOW FALLING FROM THE SKY

Residents of a small town in Switzerland, a country which has earned an international
4.1. _____ for its confectionary products, got the surprise of their lives when it apparently started snowing – but the snow was brown! Some locals **4.2.** _____ whether the brown dusting was a bizarre consequence of climate change. However, everything became clear when the local chocolate manufacturer **4.3.** _____ that his factory was responsible for the strange event. A defective ventilation system **4.4.** _____ the chocolate dust to be sprinkled all over the town. A company spokesperson has confirmed that the cocoa particles were completely **4.5.** _____ to people and the environment. The company is offering to pay for any cleaning services required **4.6.** _____ the incident. To date, however, no one has asked for help.

4.1.

- A. selection
- B. attraction
- C. reputation

4.2.

- A. wondered
- B. predicted
- C. admitted

4.3.

- A. reminded
- B. revealed
- C. rejected

4.4.

- A. had been caused
- B. had caused
- C. was caused

4.5.

- A. harmless
- B. innocent
- C. accurate

4.6.

- A. in case of
- B. in spite of
- C. as a result of

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!



Zadanie 5. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (5.1.–5.4.) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

A BRIEF HISTORY OF ORIGAMI

You've probably heard of "origami". The goal of origami is to transform a square sheet of paper into a shape, such as a flower or a bird, through **5.1. (SKILL)** _____ folding. The term originates from two Japanese words and means "paper folding".

Unfortunately, coming up with an exact timeline for the invention of origami is a **5.2. (CHALLENGE)** _____ task. It is generally accepted that paper was invented around 105 A.D. in China. During the sixth century the use of paper reached Japan, where different **5.3. (POSSIBLE)** _____ for creating art from paper were discovered.

Originally, the use of scissors and glue was not allowed, but later standards have changed considerably. Consequently, cutting or gluing is now sometimes used to stabilize the final shape. Another way in which origami has evolved is that shapes are no longer made **5.4. (EXCLUSIVE)** _____ with original origami paper. Now people even make them from banknotes in order to present a gift of cash in a unique way.

Zadanie 6. (0–4)

Z wykorzystaniem wyrazów podanych WIELKIMI literami uzupełnij każde zdanie z luką (6.1.–6.4.), tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

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

6.1. I think we should throw away all those unnecessary boxes.

GET

I think we should _____ all those unnecessary boxes.

6.2. I regret not buying a ticket for the concert.

HAD

I wish I _____ for the concert.

6.3. "I'll help you with the housework", said my younger sister to me.

OFFERED

My younger sister _____ with the housework.

6.4. These roses are dying – the vase has almost no water in it.

HARDLY

These roses are dying – there's _____ in the vase.



BRUDNOPIS (*nie podlega ocenie*)



JEZYK ANGIELSKI

Poziom rozszerzony

Formuła 2023



JEZYK ANGIELSKI

Poziom rozszerzony

Formuła 2023



JEZYK ANGIELSKI

Poziom rozszerzony

Formuła 2023

