Arkusz ćwiczeniowy – opracowanie własne na podstawie wymagań egzaminacyjnych. Układ, typy zadań i zasady oceniania odpowiadają arkuszowi CKE (Formuła 2023). Nagranie do części słuchowej: plik MP3 dołączony do zestawu (teksty odtwarzane dwukrotnie); transkrypty w zasadach oceniania.

WYPEŁNIA ZDAJĄCY

KOD

PESEL

miejsce na naklejkę
(imię, nazwisko, klasa)

EGZAMIN MATURALNY

Z JĘZYKA ANGIELSKIEGO

POZIOM ROZSZERZONY

PRÓBNY ARKUSZ · ZESTAW 2 · FORMUŁA 2023

DATA: .....

GODZINA ROZPOCZĘCIA: **9:00**

CZAS PRACY: **150 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **60**

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera **18 stron** (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. Nagrania do zadań 1.–3. (rozumienie ze słuchu) zostaną odtworzone **dwukrotnie**.
4. Symbol ▦ zamieszczony przy zadaniu zamkniętym oznacza, że rozwiązanie tego zadania musisz przenieść na kartę odpowiedzi (ostatnia strona arkusza). Ocenie podlegają wyłącznie odpowiedzi zaznaczone na karcie odpowiedzi.
5. Odpowiedzi do zadań zamkniętych zaznacz na karcie odpowiedzi: zamaluj pola do tego przeznaczone; błędne zaznaczenie otocz kółkiem i zaznacz właściwe.
6. Odpowiedzi do pozostałych zadań zapisz w miejscu na to przeznaczonym przy każdym zadaniu.
7. W zadaniach otwartych sprawdzających znajomość środków językowych wymagana jest **pełna poprawność gramatyczna i ortograficzna**.
8. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
9. Nie wpisuj żadnych znaków w tabelkach przeznaczonych dla egzaminatora.
10. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
11. Nie wolno korzystać ze słowników ani z innych pomocy.

Arkusz przygotowany do celów ćwiczeniowych na podstawie wymagań egzaminacyjnych z języka angielskiego (podstawa programowa – zakres rozszerzony, wersja obowiązująca od 1 IX 2024 r.)
oraz Informatora CKE o egzaminie maturalnym z języka angielskiego od roku szkolnego 2024/2025. Nie jest materiałem Centralnej Komisji Egzaminacyjnej.

Podgląd • Pierwsza Ławka

ROZUMIENIE ZE SŁUCHU

Zadanie 1. (0–6) ▦

Usłyszysz dwukrotnie trzy 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.

1.1. The wildlife presenter admits that

A. her earlier reports overstated the birds' recovery.

B. tourists are now the main threat to the nests.

C. the colony may disappear within a decade.

Tekst 2.

1.2. The voicemail is intended to

A. ask the student to arrive earlier than planned.

B. explain a change to the interview arrangements.

C. cancel an internship interview.

W zadaniach 1.3.–1.6. zakreśl jedną z liter: A, B, C albo D.

Tekst 3.

1.3. Maya Chen started designing furniture because she

A. failed to find work as a graphic designer.

B. wanted objects that would outlast a fashion season.

C. inherited a workshop from her grandfather.

D. was commissioned by a well-known hotel chain.

1.4. What does she say about social media?

A. It rewards novelty at the expense of quality.

B. It is her most reliable way of finding new clients.

C. She has stopped using it altogether.

D. It helped her raise money for the studio.

1.5. The stool that made her name was originally

A. a prototype for a school competition.

B. copied from a Scandinavian catalogue.

C. designed for a museum café.

D. built as a temporary solution in her flat.

1.6. Maya's attitude to mass production is that she

A. might agree if she can still control the materials.

B. will never allow a factory to make her pieces.

C. has already signed a contract with a large retailer.

D. believes handmade objects are always superior.

1.
0–1–2–3
4–5–6

Podgląd • Pierwsza Ławka

Zadanie 2. (0–5)

Usłyszysz dwukrotnie pięć wypowiedzi na temat praktyk i staży. Do każdej wypowiedzi (2.1.–2.5.) dopasuj właściwe zdanie (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

A. The speaker discovered that the job did not match the advertisement.

B. The speaker was given real responsibility earlier than expected.

C. The speaker praises a mentor who taught by asking questions.

D. The speaker had to pay for the privilege of working there.

E. The speaker describes an administrative mistake that worked in their favour.

F. The speaker used the internship to change their career plans.

	A	B	C	D	E	F
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

2.
0–1–2
3–4–5

Zadanie 3. (0–4)

Usłyszysz dwukrotnie relację z projektu odbudowy rzeki. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. w poniższej notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

The Oakford river restoration

The concrete channel was built in the **3.1.** to reduce flooding.

Otters returned to the valley in the **3.2.** after the work began.

Some residents initially complained about **3.3.**.

The next stage of the project will focus on **3.4.**.

3.
0–1–2–3–4

Podgląd • Pierwsza Ławka

Zadanie 4. (0–5) ▦

Przeczytaj cztery teksty (A–D) związane ze sportem i ryzykiem. Do każdego pytania (4.1.–4.5.) dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga: jeden tekst pasuje do dwóch pytań.

A My son wanted a skateboard and a camera. I wanted him to wear a helmet. We compromised on both, and now his videos have more views than my professional account, which I try not to take personally. He edits them at the kitchen table with a seriousness I have never seen him bring to homework. What I did not expect was the community: older skaters who correct his stance and also make him pick up litter at the park. If this is rebellion, it is a curiously civic one. Some evenings he stays out until the streetlights come on, and I check the time more often than I would like to admit. The bruises worry me. The comments section worries me more.

B I climbed because I disliked team sports, not because I had a death wish. At school I was always the last to be picked, and a climbing wall was the first place where nobody needed me to catch anything. Indoor walls taught me that fear can be organised: you clip, you breathe, you move one foot. The holds are bright plastic, the routes are marked by colour and the floor is padded. Outdoor rock is less obedient. The first time weather closed in on a route I had overestimated, I understood the difference between a hobby and a system that does not care whether you have a train to catch. My partner and I came down in the dark, two hours late and very quiet. I still climb. I no longer pretend it is the same as a gym with prettier views.

C Ultra-running looks like solitude. In practice it is a long conversation with your stomach. I had planned everything: an energy gel every forty minutes, salted potatoes at the checkpoints, and a spreadsheet my partner described as worrying. At kilometre sixty my nutrition plan met reality, and reality won. What surprised me was not the pain – I had trained for that – but the kindness of strangers handing out salt tablets at a fold-out table in the rain. I finished because a woman I have never seen again told me to eat the banana and then stood there until I did. Sport at that distance is less heroic than people think. It is logistics, weather and the occasional piece of fruit.

D Free diving is sold as a confrontation with the self. That is marketing, and rather good marketing: the photographs are blue, silent and beautiful. In reality it is a confrontation with physics: how long can you keep carbon dioxide from convincing your brain to panic? My instructor forbade poetry in the debrief. We talked numbers, signals, the buddy who did not look away. Every dive, however shallow, had someone at the surface whose only job was to watch. I have no interest in records. I am interested in coming back. Anyone who tells you the sport is spiritual before they mention safety is selling something I will not buy.

Podgląd • Pierwsza Ławka

Zadanie 5. (0–5) ▦

Przeczytaj tekst. Do każdej luki (5.1.–5.5.) dopasuj właściwy fragment (A–F), tak aby otrzymać spójny i logiczny tekst. Wpisz rozwiązania do tabeli. Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

Adults learning a new language are often told they have missed the window. The so-called critical period is real enough for native-like pronunciation. **5.1.** Motivation, hours of meaningful use, and a willingness to sound foolish predict success more reliably than the year on a birth certificate. Adults also bring something that children lack: they already know how at least one language works, they can follow a grammar explanation, and they can plan their own learning.

Classrooms still matter, but not in the way many of us remember. **5.2.** A learner who spends forty minutes reciting irregular verbs and then goes home to a life conducted entirely in their first language should not be surprised when progress stalls. The most effective courses now build lessons around tasks, such as booking a room, complaining about a bill or explaining a problem to a doctor, and treat grammar as a tool for getting those tasks done.

Technology has complicated the picture. Translation apps can order a coffee and, used lazily, can also prevent the brain from doing the one thing it needs to do: hesitate, guess, and be corrected. **5.3.** The tool is not the enemy. The habit of never being stuck is.

Consider a retired engineer I interviewed for this article, who began learning Spanish at sixty-two after her daughter married into a family in Valencia. She had no talent for languages, she told me, and a terrible memory for words. What she did have was a reason to talk every Sunday: her daughter's mother-in-law, who refused to switch to English, and grandchildren who corrected her without a trace of politeness. Three years later she argues about football in Spanish with complete confidence and frequent mistakes.

There is a social piece that coursebooks underplay. **5.4.** Shame closes mouths faster than any grammar rule. Teachers who treat error as data rather than failure are not being kind. They are being efficient.

Nobody sensible claims that an early start is worthless. **5.5.** The real target here is the habit of treating adulthood as a linguistic disability. The window that actually closes is not biological. It is the window of time we are prepared to look awkward in public.

Zdania

A. People do not abandon languages because the past tense is difficult; they abandon them because they have been laughed at, ignored or silently assessed.

B. Children have advantages; they also have years of school in which to waste them.

C. Apps that force you to produce a sentence before they show the answer are a different species from those that whisper it in your ear.

D. It is far less decisive for vocabulary, for reading, or for the ability to hold a conversation that is merely good enough.

E. Drilling isolated forms has a place; it cannot substitute for using the language to get something done.

F. Adults who start after the age of twenty-five, research suggests, almost never reach a conversational level.

Podgląd • Pierwsza Ławka

Tekst 2.

I manage a team spread across four time zones. The office nostalgics in our leadership group talk about ‘culture’ as if it were a smell that clings to carpets. Culture, in my experience, is whether people tell you the truth before a deadline slips. That can happen on a screen. It can fail in an open-plan barn.

Our team has not been in the same room for three years. In that time we have launched two products, lost one client and won four, and kept every member of staff who joined before the move online. I do not claim that this is because of remote work. I claim only that it did not stop us, and that the meetings we do have are shorter, because nobody is performing for the people at the next desk.

What remote work exposed was not a lack of commitment. It was a lack of clarity. When you cannot see who is staying late, you have to say what ‘done’ looks like. Some managers hated that. They had been managing by furniture: proximity as a substitute for direction. Those people are not victims of technology. They are being asked, at last, to do the job in words. It is harder than it sounds. Writing down what success looks like forces you to decide what success is, and some of my colleagues had been avoiding that decision for years.

The staff who struggled were often the newest – not because they were lazy, but because nobody had shown them the unwritten rules. That is on us. We now assign every recruit a buddy and a weekly call that is not about tasks. In that call they can ask the questions that feel too small for a team meeting: who actually makes decisions, which deadlines are real, whether it is acceptable to switch the camera off. It is cheaper than a building and, so far, more honest.

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

6.1. Why did the writer of Text 1 return to the office part-time?

A. A manager ordered the whole team back to the office.

B. Without informal contact, colleagues’ ways of thinking were becoming harder to follow.

C. Lunches in the office cafeteria were better than those at home.

D. Working from the new flat made concentration impossible.

6.2. In Text 1, “schedule serendipity” is described as an oxymoron because

A. the company forbids informal conversation.

B. facilitators make meetings too formal.

C. video calls are more expensive than chance meetings.

D. true chance encounters cannot be planned in a calendar.

6.3. The manager in Text 2 argues that some leaders disliked remote work because it

A. required them to travel between time zones.

B. revealed that they had not been giving clear instructions.

C. made staff less loyal to the brand.

D. reduced their own salaries.

6.4. Which statement best reflects the difference between the two texts?

A. Text 2 believes culture cannot exist online; Text 1 disagrees.

B. Text 1 emphasises what is lost without physical presence; Text 2 emphasises what poor management had hidden.

C. Both authors want a full return to the office.

D. Text 1 rejects remote work; Text 2 rejects offices entirely.

PRZENIEŚ ROZWIĄZANIA ZADAŃ 6.1.–6.4. NA KARTĘ ODPOWIEDZI

6.1.–6.4.
0–1–2–3–4

Podgląd • Pierwsza Ławka

CO JESZCZE JEST W ŚRODKU

Matura z języka angielskiego, poziom rozszerzony. Arkusz 2

Podgląd pokazał 6 z 18 stron. Pełna wersja: 18 stron A4, PDF do druku.

- Próbny arkusz · 60 pkt · 150 minut.
- Z zasadami oceniania, transkrypcjami i nagraniem MP3.
- Arkusz próbny do egzaminu maturalnego z języka angielskiego na poziomie rozszerzonym (formuła 2023, informator CKE 2024/2025).
- Układ, typy zadań i punktacja jak w arkuszu CKE: 150 minut, 60 punktów.
- Zakres: rozumienie ze słuchu 15 pkt, rozumienie tekstów pisanych 18 pkt, znajomość środków językowych 14 pkt, wypowiedź pisemna 13 pkt (rozprawka, artykuł albo list formalny – dwa
- Teksty do czytania mają łącznie ok.
- 1591 wyrazów (CKE: 1400–1800).
- Nagranie MP3 (28 min 33 s) zawiera wszystkie teksty do zadań 1–3, każdy odtwarzany dwukrotnie, z poleceniami lektora po polsku i pauzami jak na egzaminie; głosy przygotowano z użyc
- W zestawie: arkusz (18 str.), zasady oceniania (18 str.) – klucz, zasady oceniania zadań otwartych z akceptowanymi odpowiedziami i pełne kryteria oceniania wypowiedzi pisemnej w uk
- Wszystkie teksty, nagrania i zadania są oryginalne – żadne nie jest kopią zadania CKE.

Kup pełną wersję – plik od razu na e-mail

pierwszalawka.pl/material/matura-angielski-rozszerzona-probny-arkusz-2