

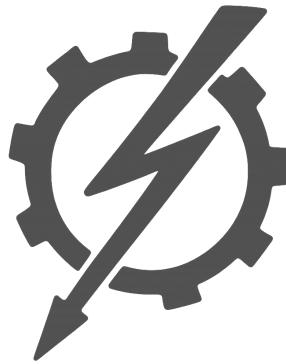
WYPEŁNIA ZDAJĄCY

KOD

PESEL

IMIĘ I NAZWISKO

KLASA



Egzamin maturalny

Formuła 2023

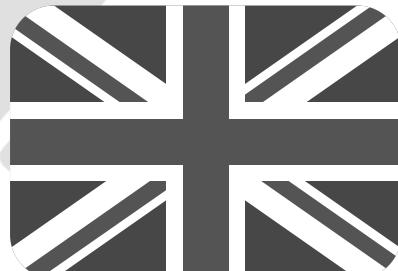
JĘZYK ANGIELSKI

Poziom podstawowy

Test ZSM-E

CZAS TRWANIA: **120 MINUT**

LICZBA PUNKTÓW DO UZYSKANIA: **60**



Przed rozpoczęciem pracy z arkuszem:

- Upewnij się, że otrzymany od nauczyciela arkusz jest właściwy – dotyczy odpowiedniego przedmiotu, poziomu oraz formuły egzaminu.
- Jeśli zauważysz, że arkusz jest niewłaściwy, niezwłocznie poinformuj o tym nauczyciela.



1 5 A D W 1 3 M W

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 18 stron (zadania 1–12). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Na pierwszej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL, imię i nazwisko oraz klasę. **Na prawdziwej maturze wpiszesz tylko PESEL i przykleisz naklejkę.**
3. Nagrania do zadań od 1. do 3. zostaną odtworzone dwukrotnie.
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. Symbol  zamieszczony przy zadaniu zamkniętym oznacza, że rozwiązanie tego zadania musisz przenieść na kartę odpowiedzi. Ocenie podlegają wyłącznie rozwiązania zaznaczone na karcie odpowiedzi.
8. Aby zaznaczyć rozwiązania w części karty przeznaczonej dla zdającego, zamaluj do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe pole.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.





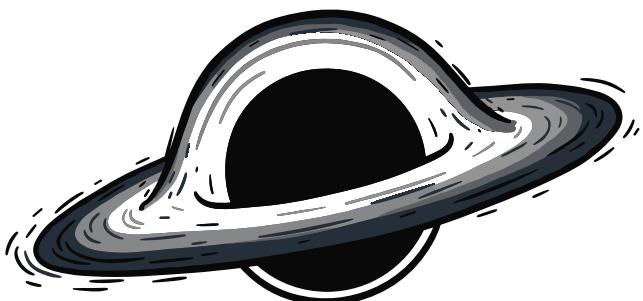
Zadanie 3. (0–4)



Zadanie 4. (0–4) 

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej oznaczonej 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. AN IMAGE THAT SHOCKED THE WORLD
- B. WHY WE CAN'T SEE THEM DIRECTLY
- C. THE BEGINNING OF A BLACK HOLE'S LIFE
- D. A GLOBAL EFFORT TO STUDY SPACE
- E. BLACK HOLES DESTROYING OUR PLANET
- F. A DISCOVERY MADE BY MISTAKE



THE SECRETS OF BLACK HOLES

4.1.

Black holes are born when very massive stars reach the end of their lives. After burning all their fuel, they collapse under their own enormous weight. The outer layers of the star may explode in a supernova, but the core keeps shrinking. The gravity becomes so strong that nothing can stop the process. Finally, the star turns into a black hole – one of the most extreme objects in the universe.

4.2.

Although black holes are extremely powerful, they are quite discreet. Their gravity is so strong that not even light can escape, which makes them invisible to the human eye. Instead, astronomers study how they affect their surroundings. For example, gas and dust moving near a black hole heat up and shine brightly before disappearing inside. This is how scientists know where black holes are.

4.3.

In April 2019, scientists surprised the world with the first photograph of a black hole. It was located in the galaxy M87, about 55 million light years away. The image showed a dark circle in the centre, surrounded by a bright ring of hot gas. For the first time, people could actually see evidence of something that had only been described in theory before.

4.4.

That famous picture was not the result of one telescope, but of many working together across the globe. More than 200 scientists from different countries combined data from observatories on several continents. The project, called the Event Horizon Telescope, allowed them to create a virtual telescope as big as Earth itself. Without this international cooperation, the discovery would have been impossible.

Tekst własny

PRZENIEŚ ROZWIAZANIA NA KARTĘ ODPowiedzi!



Zadanie 5. (0–7)

Przeczytaj cztery teksty (A–D). Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.

Tekst A

AI in Education

Artificial intelligence is becoming more popular in schools around the world. Many teachers use programs that can check grammar in essays or mark short tests in just a few seconds. This saves them a lot of time and allows them to focus on helping their students.

Some applications are even more advanced. They look at the mistakes students make and then create special exercises to practise exactly those things. For example, if someone often forgets irregular verbs, the system will automatically prepare tasks with them. This makes learning more personal and effective.

However, teachers believe that AI cannot replace real lessons. They are afraid that students might start depending too much on technology. That is why AI is usually seen only as an extra tool, not as a substitute for teachers.

Tekst własny

Tekst B

ANNOUNCEMENT!

Do you want to learn how artificial intelligence can change the way we study and work?

Join our special workshops on AI!

 Date: 15–16 October

 Place: City Library, Main Hall

During the event you will:

- discover how AI is used in education, medicine and transport,
- try simple AI tools that can help with learning,
- take part in group activities and discussions,
- meet experts who will answer your questions.

Participation is free, but you must register before 10 October at  www.aiworkshops.edu

Tekst własny



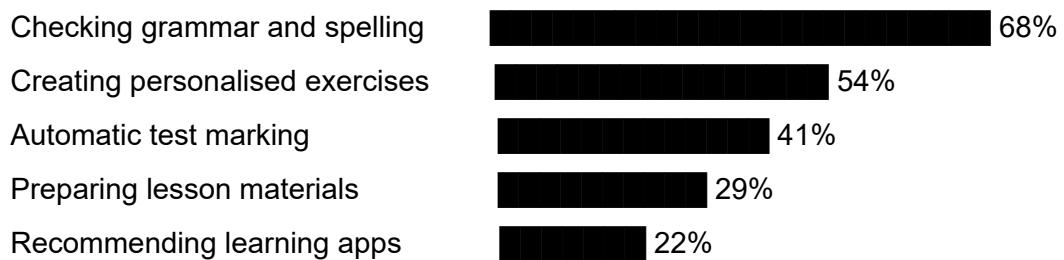
Tekst C

-  **Jake:** Oi, have you seen that announcement about the AI workshops? 🤖🔥
-  **Sophie:** Yeah, it's at the library, right? 📚 I'm well up for it, sounds proper interesting.
-  **Ella:** What's even happening there tho? XD
-  **Jake:** Experts showing how AI's used in school, medicine and transport + group activities💡
-  **Ben:** Haha, bet a robot's gonna do our homework for us 😂
-  **Sophie:** Dream come trueee 😅 But nah, would be cool to see how it actually works, not just on TikTok.
-  **Ella:** Do we need to sign up or what?
-  **Jake:** Yeah, by 10th October ↗ www.aiworkshops.edu
-  **Ben:** Let's sign up together then 💪
-  **Sophie:** Sorted. Team AI incoming 🚀

Tekst własny

Tekst D

Most Common Uses of AI in Schools (UK, 2024)



Tekst własny



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.	Which text mentions teachers' fear that students could become too dependent on AI?	
5.2.	Which text describes an AI event in a formal and informative way?	
5.3.	Which text presents data about how schools use AI in different ways?	

PRZENIEŚ ROZWIĄZANIA ZADAŃ 5.1-5.3 NA KARTĘ ODPOWIEDZI!

Przeczytaj wiadomość, którą Alex wysłał do swojego kolegi. Uzupełnij luki 5.4.–5.7. zgodnie z treścią tekstu (A–D), tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim.

Uwaga: w każdą lukę można wpisać maksymalnie sześć wyrazów.

Hi Ben,

I've been reading about artificial intelligence for our school project. In some schools, AI programs don't just mark tests – they can also

5.4. _____ based on a student's mistakes.

I also found out there are free workshops in October. They're at the City Library and if we want to join, we have to **5.5.** _____ before the deadline.

Did you know that according to the latest survey, the most frequent way schools use AI is

5.6. _____? Much less popular is recommending learning apps.

Oh, and my friends are already joking about it. One of them said that

5.7. _____ 😂 I don't think that will happen, but it's funny.

Would you like to come?

Alex



Zadanie 6. (0–5) 

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.

Zakreśl jedną z liter: A, B, C albo D.

It was on a dark and stormy night in November that my work was finally completed. For nearly two years I had laboured, day and night, with only one goal before me: to bring life into a lifeless body. For this dream I had deprived myself of rest and health. I had imagined that the beauty of my vision would be unmatched, and that a new species would bless me as its creator.

At one in the morning, the rain fell heavily against the windows of my laboratory, and the candle on my desk was nearly burnt out. By its weak light, I saw the dull yellow eye of the creature open. It breathed hard, and a convulsive motion shook its body. I had succeeded. The dream of years had come true.

But now, at the very moment of success, my feelings changed to horror and disappointment. The creature had been carefully prepared. I had chosen his parts to be beautiful. His hair was shining black, his teeth pearly white. But these luxuries only made the contrast more terrible: his watery eyes, his shrivelled skin, his straight black lips. No human heart could endure such ugliness.

I rushed out of the laboratory, unable to look at the thing I had created. I passed the night in restless walking in my apartment, my mind filled with anxiety. What had I done? At dawn, I threw myself onto the bed, hoping for sleep, though fear still pressed heavily on me.

I had not slept long when I awoke suddenly. I felt a cold, damp hand upon my cheek. I opened my eyes. The creature was standing beside me, holding the curtain of the bed open. His eyes, if such they could be called, were fixed on me. His mouth opened, and he muttered some sounds, but they formed no words. One hand reached out, as if to detain me.

Escaping from the bed, I ran from the house and did not stop until I reached the streets of the city. The morning was miserable: rain poured from the sky, and the streets were dirty with mud. Wandering without aim, I felt the greatest misery.

In this condition I met my close friend Henry Clerval, who had just arrived to begin his studies. At the sight of him, my feelings burst out, and I grasped his hand with wild joy. His presence brought me some comfort. He insisted on returning with me to my apartment, and I could not refuse.

But when I entered, I felt my knees tremble. Would the monster still be there? Would Clerval see the dreadful thing and learn of my terrible secret? Trembling, I opened the door. The room was empty. The creature had disappeared. I fell onto the sofa, weak with relief, though my heart was still heavy with fear.

Na podstawie: <https://www.gutenberg.org/files/84/84-h/84-h.htm>



6.1. Why had the narrator been working for nearly two years?

- A. To study medicine.
- B. To build a new laboratory.
- C. To create life in a dead body.
- D. To discover a cure for illness.

6.2. How did the narrator feel immediately after the creature came to life?

- A. Proud of his great achievement.
- B. Disappointed and horrified.
- C. Excited but confused.
- D. Calm and satisfied.

6.3. What happened when the narrator tried to rest?

- A. The creature stood beside his bed.
- B. He heard the monster escaping.
- C. His friend Henry Clerval woke him up.
- D. A storm destroyed the laboratory.

6.4. What was the narrator's reaction to meeting Henry Clerval?

- A. He was angry because Henry interrupted his work.
- B. He was afraid Henry would discover his secret.
- C. He was ashamed to show Henry the laboratory.
- D. He decided to tell Henry everything immediately.

6.5. What is the best title for this text?

- A. THE CREATURE'S KINDNESS
- B. THE SCIENTIST'S FIRST SUCCESS
- C. A FRIEND WHO SAVED A LIFE
- D. THE HORROR OF CREATION

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!



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.

THE BIGGEST TOURS IN MUSIC HISTORY

Organising a world tour is one of the most complex challenges in the music industry. Artists, managers and hundreds of workers need to coordinate transport, security and technology.

7.1. ____ Because of this, the largest tours sometimes resemble moving cities rather than simple concerts.

The most spectacular example of recent years is Taylor Swift's Eras Tour. Starting in 2023, it quickly turned into a global cultural event. Tickets disappeared within minutes, and fans were ready to travel abroad to see their idol. 7.2. ____ It also became the first tour in history to generate more than one billion dollars in revenue, which proves the enormous power of live music.

Another great success was Ed Sheeran's Divide Tour (2017–2019). Lasting more than two years, it included hundreds of shows across several continents. 7.3. ____ His tour demonstrated that even a minimalistic performance, with just one artist and a guitar, could still fill the biggest stadiums.

U2's 360° Tour (2009–2011) was equally impressive, though in a different way. Its unique stage design, known as "The Claw," gave the audience a 360-degree view of the band.

7.4. ____ The innovative structure made the concerts unforgettable and set new standards for future live performances.

Tekst własny

- A. This extraordinary project required dozens of trucks to transport the equipment.
- B. In fact, the scale of preparations is often compared to organising international sports events.
- C. The singer eventually became the most commercially successful touring artist of that time.
- D. She performed songs from every stage of her career, which explained the title of the tour.
- E. Some critics argue that ticket prices are unfair to ordinary fans.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!



Zadanie 8. (0–3) 

Uzupełnij poniższe minidialogi (8.1.–8.3.). Wybierz spośród podanych opcji brakującą wypowiedź lub jej fragment, tak aby otrzymać spójny i logiczny tekst. Zakreśl jedną z liter: A, B albo C.

8.1.

X: Do you study a lot on daily basis?

Y: _____

X: Really? How come you get such good grades mate?

- A. An awful lot! Basically all the time.
- B. Hardly ever, to be honest.
- C. Honestly, I've never skipped a studing session in my life.

8.2.

X: Sarah is so stubborn, she won't talk to me at all. She's still so angry...

Y: Don't worry, _____

- A. she will forgive you eventually.
- B. she won't let it go that easily.
- C. she can hold a grudge forever.

8.3.

X: Is there any milk left?

Y: _____

- A. You're right, there is some milk.
- B. Unfortunately, we've run out of milk.
- C. She's left to get some milk.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!



Zadanie 9. (0–4) 

W zadaniach 9.1.–9.4. spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu. Zakreśl jedną z liter: A, B albo C.

9.1. Eve (szła) _____ to school when her phone rang.

- A. went
- B. was going
- C. has gone

9.2. This exam is (*prosty jak bułka z masłem*) _____.

- A. as easy as bread with butter
- B. my cup of tea
- C. a piece of cake

9.3. (*Nie wolno Ci*) _____ enter this room.

- A. You can't
- B. You mustn't
- C. You don't have to

9.4. (*Mój szef*) _____ invited me for a meeting on the new project.

- A. My chef
- B. My boss
- C. My chief

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!



Zadanie 10. (0–3)

Przeczytaj tekst. Uzupełnij każdą lukę (10.1.–10.3.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

**Tralalero Tralala**

Tralalero Tralala is a popular internet meme **10.1** _____ became viral in early 2025. It started as part of the so-called Italian Brainrot trend, where strange characters with funny names appear in short videos on TikTok and YouTube. Tralalero Tralala is usually shown as a dancing shark with three legs and sneakers, moving in a funny and absurd **10.2** _____. The name itself has no real meaning, but it sounds musical and easy to repeat, which makes it even more memorable. People enjoy this meme because it is surreal, playful and a bit ridiculous.

10.3 _____ many viral trends, it spread quickly across social media and inspired new variations, songs, and jokes. Tralalero Tralala is not a serious character, but a symbol of modern internet humour and creativity.

Tekst własny

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's the first time we organise our own exam.

HAVE

We _____ our own exam.

11.2. The gardener mows my lawn every week.

IS

My lawn _____ the gardener every week.

11.3. In my view, to run is much better than to weightlift.

TO

I prefer _____.



Zadanie 12. (0–12)

W ostatnim czasie spróbowałaś/aś „digital detoxu” i ograniczyłaś/aś korzystanie ze smartfona. Na swoim blogu:

- poinformuj, dlaczego zdecydowałeś/aś się na taki krok
- opisz jedną sytuację, która pokazała Ci plusy lub minusy życia offline
- wyraź swoją opinię na temat przerw od internetu i social mediów
- przedstaw reakcję znajomych, gdy dowiedzieli się o Twoim detoksie.

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 100 do 150 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).*

CZYSTOPIS

Hi guys,

I wanted to see what happens when I stop using my smartphone so much.



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Treść	Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
0-1-2-3-4-5	0-1-2	0-1-2-3	0-1-2	

