LNG LINGOLOGY MATERIAŁY EGZAMINACYJNE

*Materiał ćwiczeniowy. Dokument odwzorowuje układ graficzny zasad oceniania CKE, ale **nie jest dokumentem oficjalnym**.*

WYPEŁNIA ZDAJĄCY

KOD

PESEL

Miejsce na naklejkę.
Sprawdź, czy kod na naklejce to L-100.
Jeżeli tak — przyklej naklejkę.
Jeżeli nie — zgłoś to nauczycielowi.

Materiał ćwiczeniowy

Formuła 2023

JĘZYK ANGIELSKI

Zasady oceniania *czekotubka edition*

Symbol arkusza
LNG-R0-100-2601

ARKUSZ: **LNG-R0-100-2601**

POZIOM ROZSZERZONY: **45 pkt**

ANEKS (POZIOM PODSTAWOWY): **17 pkt**

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

☐ nieprzenoszenia odpowiedzi na kartę odpowiedzi

☐ dostosowania zasad oceniania.

Przed rozpoczęciem pracy z arkuszem egzaminacyjnym

1. Dokument przeznaczony wyłącznie dla nauczyciela i egzaminatora.
2. Nie udostępniaj go zdającym przed sprawdzeniem prac.

Układ graficzny na wzór arkuszy CKE.
Materiał ćwiczeniowy — Lingology.

INSTRUKCJA DLA ZDAJĄCEGO

1. Za rozwiązanie zadania zamkniętego przyznaje się 1 punkt albo 0 punktów.
2. W zadaniach otwartych odpowiedź uznaje się za poprawną tylko wtedy, gdy jest w pełni poprawna gramatycznie i ortograficznie, chyba że w kluczu wskazano inaczej.
3. Akceptuje się formy ściągnięte (np. *hadn't*, *shouldn't*); liczone są jako jeden wyraz.
4. Jeżeli zdający podał więcej odpowiedzi, niż wynika z polecenia, przyznaje się 0 punktów.
5. Odpowiedzi podane w kluczu nie wyczerpują wszystkich poprawnych możliwości. Egzaminator uznaje każdą odpowiedź merytorycznie i językowo poprawną, mieszczącą się w limicie wyrazów.
6. Za odpowiedź przekraczającą podany limit wyrazów przyznaje się 0 punktów.

Arkusz I

Rozumienie tekstów pisanych

Arkusz II

Zadanie 1. (0–4) – dobieranie nagłówków

Zadanie	Odpowiedź	Uzasadnienie (fragment tekstu)
1.1.	**D**	Zwykły wieczór po pracy, który zaczyna zmierzać w złą stronę: *“It began as one of the least dramatic recordings imaginable”*.
1.2.	**B**	Moment załamania nastroju: *“The temperature in the room dropped several degrees”*.
1.3.	**A**	*“He immediately declared that the whole thing had been a harmless little joke”* – żart, o który nikt nie prosił.
1.4.	**E**	Werdykt internetu: *“Viewers did not treat it as banter; they treated it as evidence”*.

Nagłówki dodatkowe: C, F. W tekście nie ma mowy ani o wycofaniu produktu ze sprzedaży, ani o karierze sportowej – oba są dystraktorami leksykalnymi (*chocolate*, *gym*, *pilates*).

Zadanie 3. (0–8) – dwa teksty — wielokrotny wybór

Zadanie	Odpowiedź	Uzasadnienie (fragment tekstu)
3.1.	**A**	*“It rarely begins with an order. (…) No prohibition has been issued.”* Dystraktor C jest atrakcyjny, ale akapit 1. opisuje mechanizm działający niezależnie od publiczności.
3.2.	**C**	*“The snack had already been ruined. Not confiscated – ruined”*.
3.3.	**B**	*“They talk about health, about future children, about progress and consistency and support.”*
3.4.	**D**	*“A joke told once is a joke. The same joke told every day (…) is not a joke any more.”*
3.5.	**B**	*“Let me be boring for a moment and explain what that argument was actually about.”* Dystraktor A jest wprost zaprzeczony w ostatnim akapicie.
3.6.	**C**	*“my decision stopped being mine the moment it was read out to an audience”*.
3.7.	**C**	Jej opuszczone zajęcia to *a debt I had failed to pay*, a jego opuszczony trening *had apparently expired*. Dystraktor B jest wprost zaprzeczony: *“I was not angry about the bags”*.
3.8.	**A**	*“which seems to disappoint a remarkable number of people”* – czytelnicy spodziewali się rozstania.

Pozycje 3.1.–3.4. dotyczą Tekstu 1. (*The calorie police*), pozycje 3.5.–3.8. — Tekstu 2. (*What I actually said*).

Zadanie 2. (0–5) – dobieranie zdań do luk

Zadanie	Odpowiedź	Wskazówka
2.1.	**D**	Zdanie po luce: *“That is simply who I am”* odnosi się do bycia *the ironic one*.
2.2.	**B**	Kontekst montażu: *forty seconds taken out of a two-hour recording → a villain can be manufactured*.

2.3.	**A**	*independent adult woman → I have never once told her what she may or may not eat → I merely provided her with information*.
2.4.	**F**	Luka odpowiada na pytanie *why I have said nothing until today*; dalej następuje prawdziwy powód milczenia.
2.5.	**C**	Utarta konstrukcja: *I am not angry. I am simply disappointed.*

Zdanie dodatkowe: E. Sprzeczne zarówno z deklaracją z luki 2.1., jak i z zakończeniem tekstu – bohater nie zamierza przestać żartować.

Zadanie 1. (0–5) – dobieranie wypowiedzi do pytań

Zadanie	Odpowiedź	Uzasadnienie (fragment tekstu)
1.1.	**B**	*"I used to do exactly this to my ex-girlfriend"*.
1.2.	**D**	*"It is the fourteen-year-olds watching"*.
1.3.	**C**	*"Everyone is losing their minds over a couple joking around"*.
1.4.	**A**	*"He waits until the camera is on"*.
1.5.	**B**	*"It took her leaving for me to understand…"* – zrozumienie przyszło dopiero po rozstaniu.

W wypowiedzi B znajdują się odpowiedzi na dwa pytania (1.1. i 1.5.), zgodnie z uwagą w poleceniu.

Znajomość środków językowych

Zadanie 4. (0–6) – wielokrotny wybór

Zadanie	Odpowiedź	Uzasadnienie
4.1.	**B**	Kolokacja *in the name of*.
4.2.	**A**	*ought to* + bezokolicznik. Formy *should to* i *must to* są niepoprawne gramatycznie.
4.3.	**C**	*nearly always* = prawie zawsze. *hardly* dałoby sens przeciwny do wymowy tekstu, *hard* jest tu formą niepoprawną.
4.4.	**A**	Utarte wyrażenie *to put it mildly* – bezokolicznik po *to*.
4.5.	**B**	Konstrukcja *such a + przymiotnik + rzeczownik + that*. *so* wymagałoby *so small a thing*, *very* nie łączy się z *that* w zdaniu skutkowym.
4.6.	**A**	*Unless = if not*. *If* dałoby zdanie sprzeczne z sensem akapitu, a *whether* wymaga *or not* i nie wprowadza warunku.

Zadanie 2. (0–5) – uzupełnianie luk jednym wyrazem

Zadanie	Odpowiedź	Uzasadnienie
2.1.	**had**	Past Perfect (*had ever expected*) po *neither of them* – czynność wcześniejsza niż rozprzestrzenienie się nagrania.
2.2.	**to**	*forbid somebody to do something* – po tym czasowniku występuje bezokolicznik z *to*.
2.3.	**the**	Konstrukcja *the more…, the worse…* (podwójny stopień wyższy).
2.4.	**but**	*not X but Y* – przeciwstawienie: nie kalorie, lecz publiczność.
2.5.	**which**	Zaimek względny odnoszący się do rzeczownika *apology*. Akceptuje się także *that*.

0 punktów za: wpisanie w lukę więcej niż jednego wyrazu oraz odpowiedzi poprawne gramatycznie, ale niezgodne z sensem tekstu.

Zadanie 6. (0–4) – układanie fragmentów zdań

Zadanie	Odpowiedź	Testowana struktura
6.1.	**it did not matter to him** **it didn't matter to him**	Następstwo czasów w mowie zależnej (Present Simple → Past Simple).
6.2.	**Never before had she felt**	Inwersja stylistyczna po *never before* + Past Perfect.
6.3.	**had already been shared**	Past Perfect w stronie biernej po *by the time*.
6.4.	**explained to him**	*It is high time* + Past Simple; *explain* wymaga przyimka *to* przed dopełnieniem osobowym.

0 punktów za m.in.: *it doesn't matter to him* (brak następstwa czasów) · *Never before she felt* (brak inwersji), *Never before did she feel* (niewłaściwy czas) · *had already shared* (strona czynna zmienia sens) · *explained him* (brak *to*).

Zadanie 3. (0–4) – transformacje ze słowem kluczem

Zadanie	Odpowiedź	Testowana struktura
3.1.	**should not have read** **shouldn't have read**	Krytyka przeszłego działania: *should have* + past participle.
3.2.	**had not cancelled** **hadn't cancelled**	Okres warunkowy mieszany: *If* + Past Perfect, skutek w teraźniejszości.
3.3.	**would rather he didn't comment**	*would rather* + podmiot + Past Simple (unreal past). Forma pełna *would rather he did not comment* to sześć wyrazów, czyli ponad limit – 0 pkt.
3.4.	**was not expected to become** **wasn't expected to become**	Strona bierna z bezokolicznikiem: *be expected to do*.

Uwagi: limit to pięć wyrazów wliczając wyraz podany. 3.3.: *would rather he doesn't comment* – 0 pkt (wymagany Past Simple); *would rather him not to comment* – 0 pkt (konstrukcja właściwa dla *would prefer*). 3.4.: *was not expected to be* – 0 pkt (zmiana znaczenia).

Zadanie 5. (0–4) – słowotwórstwo

Zadanie	Odpowiedź	Uzasadnienie
5.1.	**insecurity**	Rzeczownik niepoliczalny w funkcji podmiotu przed *sells*. Forma *insecurities* wymagałaby *sell* – w tym zdaniu 0 pkt.
5.2.	**justification**	Rzeczownik po czasowniku *requires*.
5.3.	**empowerment**	Rzeczownik po *presented as*.
5.4.	**profitable**	Przymiotnik po przysłówku *extremely*. *profit-making* – 0 pkt (dwa wyrazy).

Zadanie 4. (0–4) – słowotwórstwo

Zadanie	Odpowiedź	Część mowy / uzasadnienie
4.1.	**admission**	Rzeczownik po przedimku *an*; *admittance* znaczy „wstęp”.
4.2.	**endless**	Przymiotnik przed rzeczownikiem *journey*.
4.3.	**response**	Rzeczownik po *the*, przed *of the internet*.
4.4.	**sincerity**	Rzeczownik niepoliczalny po *the kind of*.

Aneks B – wersja żartobliwa

W tych zadaniach poprawna odpowiedź nadal wynika wprost z tekstu, ale dystraktory są celowo absurdalne, więc zadania **nie mają wartości diagnostycznej**. Nie należy ich używać do oceniania.

Zadanie 5. (0–4) – wielokrotny wybór (tekst z zadania 1.)

Zadanie	Odpowiedź	Uzasadnienie (fragment tekstu)
5.1.	**A**	*“a reminder about the popcorn and the whole chocolate bar she had eaten the previous day”*.
5.2.	**B**	*“He immediately declared that the whole thing had been a harmless little joke”*.
5.3.	**C**	*“if she had gone to her pilates class that morning, she would have earned the extra calories”*.
5.4.	**B**	*“the most quoted sentence of the whole recording was his own warning that somebody might quote him”*.

Zadanie 6. (0–4) – wielokrotny wybór (tekst z zadania 2.)

Zadanie	Odpowiedź	Uzasadnienie (fragment tekstu)
6.1.	**B**	*“sorry that so many of you were unable to recognise a joke”*.
6.2.	**A**	*“What you saw was forty seconds taken out of a two-hour recording”*.
6.3.	**C**	*“Information is neutral. Numbers cannot be toxic.”*
6.4.	**D**	*“I am not angry with you. (…) My lawyer (…) will be in touch with your editorial office shortly.”*

Przykładowe wypowiedzi – poziom B2

Zadanie 7., temat 1. – rozprawka

Few things divide my generation as reliably as the question of how much of a relationship belongs on the internet. A recent Polish livestream, during which an influencer read out his girlfriend's calorie intake in front of tens of thousands of viewers, brought the debate back with unusual force. Is sharing private life online worth it?

There are undeniable advantages. For creators, openness is what builds trust; an audience that sees ordinary arguments, tiredness and takeaway dinners is far more loyal than one watching a carefully edited highlight reel. Publicity of this kind can also serve a genuinely useful purpose. Precisely because the calorie clip was public, thousands of viewers recognised the pattern from their own relationships and named it out loud, which would never have happened had the conversation stayed behind closed doors.

The disadvantages, however, are considerable. Once published, a private moment stops being private and becomes material: it can be clipped, subtitled and replayed for years. Neither partner has any control over the interpretation. What is more, the person who did not choose the camera still pays the price, as the woman in that recording discovered when her body became a topic of national discussion. There is also the constant pressure to escalate, since ordinary life is rarely dramatic enough to hold attention.

All things considered, I believe that sharing private life online costs more than it pays. Visibility can always be increased; privacy, once given away, cannot be taken back.

244 wyrazy

Zadanie 7., temat 2. – artykuł

EARNING YOUR DINNER

Ask anyone in my year what a healthy body looks like and, within seconds, somebody will reach for a phone. That reflex tells you almost everything about where our standards now come from.

The influence works quietly. Nobody scrolling through fitness content is told directly that they are not good enough; they are simply shown, several hundred times a day, bodies that have been filtered, lit and selected, and presented as ordinary. The result is a comparison that nobody consciously agreed to. It became painfully visible recently, when a Polish influencer was recorded calculating his girlfriend's calories on a livestream and explaining that she could have eaten more had she attended her morning class. Millions of young people watched somebody they admire treat food as something that has to be earned.

What worries me most is the vocabulary. My classmates no longer say that they want to be thin; they say they want to be disciplined, consistent, in control. The language has become healthier while the behaviour has not.

Schools cannot switch these platforms off, but they can do three things. They can teach media literacy properly, including how images and clips are edited. They can invite dietitians rather than fitness influencers to speak to students. Above all, they can stop commenting on students' bodies themselves, in PE lessons, in corridors, anywhere.

We will not fix this with a poster campaign. We will fix it by changing the way we talk.

244 wyrazy (wraz z tytułem)

Egzamin ustny – wypowiedzi modelowe (zestaw nr 1)

Zadanie 1. – fragment modelowej rozmowy

Zdający (rozpoczyna): Listen, before we go home – I need to talk to you about what just happened on the stream. Reading my calorie count out loud in front of fifty thousand people was humiliating, and I am not going to pretend it wasn't.

Egzaminujący: But I never actually forbade you anything – I only said the number out loud. How exactly is that hurtful?

Zdający: Because saying it on camera turns my plate into content. It is one thing to mention something at home; it is quite another to make an audience judge what I am eating.

Egzaminujący: Hold on. If you had gone to pilates in the morning, I wouldn't have said a single word.

Zdający: That is exactly the problem – you are treating food as something I have to earn. Whether I went to pilates or not is irrelevant, and by the way, you skipped our session last Wednesday and I did not bring it up on camera.

Egzaminujący: So what am I supposed to do? Give me one concrete rule.

Zdający: Here is the rule: my body, my weight and my meals are off limits when we are live. If you really need to discuss it, say it to me privately, and only if I ask for your opinion. Could you stick to that?

Zdający: And let's go home now, order something we both actually want, and eat it without a single number being mentioned. No calculator on the table. Deal?

Zadanie 2. – modelowy opis ilustracji

The picture shows two young people in what appears to be a streaming studio. On the left, a man in sportswear is sitting at a desk, examining a chocolate squeeze tube with a calculator in his hand, as if he were performing a laboratory experiment. There is also a ruler and a kitchen scale in front of him. On the right, a woman is standing with her arms folded and her jacket over her shoulder, rolling her eyes in an unmistakably sarcastic way. In the background I can see cameras, a boom microphone, a ring light and a monitor with a live chat scrolling down the screen, which suggests that the whole scene is being broadcast to an audience.

Zadanie 2. – modelowe odpowiedzi na pytania

1. She is probably rolling her eyes because she has heard this lecture many times before. To her, it must feel patronising – she is an adult, she knows what she is eating, and she certainly does not need a calculator to enjoy a snack. The fact that it is happening on camera makes it even more irritating.

2. I think there is a line that should not be crossed. Discussing lifestyle habits with your partner is perfectly normal, but doing it in front of an audience turns a private conversation into entertainment, and the other person has no way of defending themselves without looking defensive. If a comment would not be made in front of the person's parents, it should not be made on a livestream either.

3. Last year a friend of mine kept telling me that I should change my whole revision method before my exams. I had not asked for his opinion and, to be honest, I got quite annoyed at first. Looking back, part of his advice was actually reasonable, but the way he delivered it – in front of the whole group – made it impossible for me to accept it at the time.

Zadanie 3. – modelowa wypowiedź

I would definitely go for poster B, the mukbang apology. The main reason is that it does something the other two options do not: it takes the joke away from the critics by turning it against himself. Audiences forgive people who are able to laugh at their own behaviour far more easily than people who explain why they were right all along. It is also cheap and quick, and it puts both partners on screen together, which is exactly what the audience wants to see after a clip like that.

I would reject poster A, because “it was just banter” is the least convincing sentence on the internet. Telling thousands of people that they are too slow to understand humour is not an apology – it is a second offence, and it would almost certainly make the story bigger.

As for poster C, threatening journalists with a lawsuit would be the worst possible move. It costs a fortune, it takes weeks, and above all it makes him look like someone who has something to hide. Legal letters generate headlines; they do not remove them.

Pytanie 1. Enormously, I would say. Social media do not simply show us attractive bodies – they show us filtered, edited, professionally lit bodies, and then present them as everyday reality. What worries me most is that the pressure has become invisible: people no longer say “I want to look like that model”, they say “I just want to be healthy”, while counting calories obsessively.

Pytanie 2. I do not think they should be held to higher moral standards as human beings, but I do think they have to accept greater responsibility for what they publish. If your income depends on an audience of teenagers watching your relationship, then normalising calorie-policing in front of them is not a private matter any more.

Egzamin ustny – wypowiedzi modelowe (zestaw nr 2)

Zadanie 1. – fragment modelowej rozmowy

Zdający (rozpoczyna): We need to sort something out. You promised you would bring my bags back from the studio today, and they are still there. I have been waiting all evening for nothing.

Egzaminujący: Come on, it's just a couple of bags. Why are you making it into a whole thing?

Zdający: It is not about the bags themselves. It is that I arranged my whole evening around something you had agreed to do, and you did not tell me it had changed.

Egzaminujący: I couldn't go earlier – Simon was waiting for me at the studio.

Zdający: I understand that, and I am not asking you to walk out on a colleague. But a message saying “I can't do it today” would have taken you ten seconds, and I would have picked them up myself.

Egzaminujący: It's nearly nine o'clock. Can't this just wait until tomorrow?

Zdający: My laptop is in one of those bags and I need it tomorrow morning. Could we drive over now? It is twenty minutes each way and I will come with you.

Zdający: And could we agree on one thing for the future? If something you promised is not going to happen, just text me as soon as you know. That is all I am asking for.

Zadanie 2. – modelowy opis ilustracji

The photograph was taken in a kitchen, probably in the evening, judging by the warm light. A young couple are standing at the counter. The man is holding a yoghurt pot and squinting at the nutritional information on the label, while the woman is laughing and covering the label with her hand; with her other hand she is offering him a fork. There are two plates of food on the counter and a phone lying face down next to them. At their feet a small dog is waiting by its bowl, looking up at them hopefully. The atmosphere seems light-hearted rather than tense – she appears to be teasing him about his habit rather than arguing with him.

Zadanie 3. – modelowa wypowiedź

I would choose poster C, the no-comment agreement. It is the only one of the three that deals with the actual problem. Cooking together and training together are pleasant activities, but they do not stop anybody from making remarks about what is on your plate; a clear rule does. It also costs nothing and works immediately, which matters if you want a campaign that people can start today.

I would reject poster A, cooking together once a week, because although it is a nice idea, it is a single evening. For the remaining six days everything stays exactly as it was, and in our case the comments were made at the table, not in the kitchen.

I would also reject poster B, training together. For some couples that works, but for many it simply moves the comparison from the plate to the gym, and the person who is less fit ends up being watched even more closely than before.

Karta punktacji

Arkusz I	Zadanie	Maks. pkt	Wynik
Rozumienie tekstów pisanych	1. Dobieranie wypowiedzi do pytań	5	
	2. Dobieranie zdań do luk	5	
	3. Dwa teksty — zadania różnego typu	8	
	Razem	**18**	
Znajomość środków językowych	4. Wielokrotny wybór — luki w tekście	6	
	5. Słowotwórstwo	4	
	6. Układanie fragmentów zdań	4	
	Razem	**14**	
Wypowiedź pisemna	7. Wypowiedź pisemna	13	
	Razem	**13**	
OGÓŁEM		**45**	

Arkusz I odwzorowuje strukturę arkusza CKE dla poziomu rozszerzonego (zadania 4.–10. oryginału) po usunięciu części *Rozumienie ze słuchu*. W oryginale dochodzi do tego 15 punktów za słuchanie, co daje 60 punktów.

Arkusz II (połówkowy)	Zadanie	Maks. pkt	Wynik
Rozumienie tekstów pisanych	1. Dobieranie nagłówków	4	
	Razem	**4**	
Znajomość środków językowych	2. Uzupełnianie luk jednym wyrazem	5	
	3. Transformacje ze słowem kluczem	4	
	4. Słowotwórstwo	4	
	Razem	**13**	
OGÓŁEM		**17**	

Aneks B (zadania 5. i 6.) to wersja żartobliwa, po 8 pkt łącznie. Nie wlicza się do wyniku arkusza.

Materiał ćwiczeniowy przygotowany na podstawie publicznie dostępnego nagrania. Nie jest oficjalnym dokumentem CKE. Satyryczny wydźwięk tekstów dotyczy zjawiska społecznego, nie konkretnych osób.