

WYPEŁNIA ZDAJĄCY

KOD	PESEL										

Egzamin maturalny

Formuła 2023

JĘZYK ANGIELSKI Poziom rozszerzony

Próbna Matura z Operonem 2025/2026

DATA: 20 listopada 2025 r.

CZAS TRWANIA: 150 minut

LICZBA PUNKTÓW DO UZYSKANIA: 60

Instrukcja dla zdającego

- 1. Sprawdź, czy arkusz egzaminacyjny zawiera 13 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 kod.
- 3. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty CD.
- 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 w nagłówku zadania oznacza, że rozwiązanie zadania zamkniętego musisz przenieść na kartę odpowiedzi.
- 8. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem i zaznacz właściwe.
- 9. Tylko odpowiedzi zaznaczone na karcie będą oceniane.
- 10. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

Arkusz opracowany przez Wydawnictwo Pedagogiczne OPERON. Kopiowanie w całości lub we fragmentach bez zgody wydawcy zabronione.



Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1.1.–1.2. zakreśl jedną z liter: A, B albo C.

Tekst 1.

1.1. What is the speaker doing?

- **A.** cautioning the listeners that cruise pricing may be misleading.
- **B.** describing the daily operations aboard a modern cruise ship.
- C. comparing different cruise lines and their entertainment options.

Tekst 2.

1.2. Which of the following is stated in the dialogue as an opinion, not a fact?

- **A.** Making plastic takes up a large amount of energy.
- **B.** Transport and cars release a lot of carbon dioxide.
- C. Supermarkets should never offer fruit covered in plastic wrapping.

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

Tekst 3. (do zadań 1.3.–1.6.)

1.3. Answering the first question, Anna claims that...

- **A.** It isn't difficult for parents to help students with biology and economics.
- **B.** Online education has certain time and place limitations.
- C. Unfortunately, in-person lessons often cost about the same.
- **D.** Parents' work duties often prevent them from helping with homework.

1.4. How did the idea of HomeworX come about?

- A. Anna's sister advised her, as she had found a reliable teacher this way.
- **B.** The situation with Anna's nephew made her analyze the market and spot an opportunity.
- C. Her nephew couldn't find a tutor although his mother could easily afford one.
- **D.** Anna noticed that local tutors are overly readily available.

1.5. What plans does HomeworX have for development?

- **A.** Student study circles are to be introduced.
- **B.** AI will help students do their homework.
- **C.** The domestic market will receive more attention.
- **D.** The subjects currently available will be replaced.

1.6. It can be concluded from the text that HomeworX...

- **A.** reduces costs by providing group tutoring.
- **B.** offers tutoring only at set times.
- C. helps parents assist their children with homework.
- **D.** delivers easy online homework help for students.

Usłyszysz dwukrotnie pięć wypowiedzi na temat upcyklingu, czyli kreatywnego przerabiania starych rzeczy na coś nowego. Do każdej wypowiedzi (2.1.–2.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.



Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- **A.** provides examples of how repurposing contributes to a greener future.
- **B.** explains how upcycling connects people through collaborative activities.
- C. highlights sectors where upcycling has already been successfully implemented.
- **D.** reflects on the moment that changed how he/she sees rubbish.
- E. hints that upcycling focuses on making old items usable again only to cut costs.
- F. mentions an object which he/she brought back to the place he/she had found it.

2.1.	2.2.	2.3.	2.4.	2.5.

PRZENIEŚ ROZWIĄZANIA ZADAŃ 1. ORAZ 2. NA KARTĘ ODPOWIEDZI!

Zadanie 3. (0-4)

Usłyszysz dwukrotnie wywiad z Lewisem Hamiltonem, kierowcą Formuły 1, dotyczący jego kariery i aktywizmu. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 3.1.–3.4., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

3.
0-1-2 3-4

3.1. Lewis Hamilton reveals the	at his motivation comes from both his and the challenge of tougher competition every year.
3.2.	plays a key role in his approach, as he
recognizes the importance of l	balance to perform well under pressure.
3.3. Outside work, he's broader	ning his horizons with pursuits like
and	· ·
3.4. In closing, Hamilton point	es to
as key to keeping his feet on th	ne ground.

Strona 3

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Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1.–4.5.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli. Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

THE SAVOY HOTEL

- A. The Savoy Hotel, built by theatre impresario Richard D'Oyly Carte, had a theatrical touch when it opened in 1889. The plans were signed by hotel builder George Holloway, without a single overall architect. Its exterior was designed like a stylish riverside hotel, with long balconies along the River Front for outdoor dining and views of the Thames, designed by Art Nouveau designer A.H. Mackmurdo. Interior designers Collinson & Locke, who worked on the Savoy Theatre, decorated the public areas in a rich, elegant style, with shaped decorative details and gold finishes, and used floral wallpapers in the guest rooms. The style was Victorian, yet notably luxurious and comfortable.
- **B.** The Savoy's first well-known general manager was hotelier Cesar Ritz, who joined in 1890 with many ideas from his experience in fashionable European hotels. He understood what appealed to British upper-class guests who spent summers abroad. One of Ritz's first rules was that there should always be music in the public areas. He believed that music helped cover awkward silences in conversation. Musicians were hired, and the hotel was filled with background music, mainly from small military-style bands, playing the popular songs of the day. This tradition added elegance and atmosphere to life at The Savoy.
- C. Since opening in 1889, The Savoy welcomed some of the most fashionable and famous people of the time. Regular visitors included French actress Sarah Bernhardt, who arrived with her dog Tosco, and reunited with childhood friend and The Savoy's head chef, Auguste Escoffier. Other notable guests were opera singers Adelina Patti and Dame Nellie Melba; Escoffier created such delectables as Peach Melba and Melba toast especially for her. Actress Lillie Langtry, a close friend of the Prince of Wales, was also a frequent visitor and later kept a permanent apartment at the hotel. The Savoy quickly became a centre of glamour and high society.
- **D.** In 1984, The Savoy introduced a major modern innovation by computerising its guest records. Previously, all records had been kept by hand on index cards stored in filing drawers. After careful planning, the hotel installed an advanced IBM system costing £100,000, with 512k memory, 400MB storage, and 12 terminals. Although it was a significant investment, the new system proved successful, showing that computers were the future for hotel management. As a company director had said in the 1930s, "The Savoy is always up-to-date, and if possible, just a little ahead," reflecting the hotel's tradition of innovation and modernity.

Na podstawie: The Savoy, https://link.operon.pl/yY (dostęp: 5.09.2025).

In which paragraph does the author

4.1.	give examples of dishes that originated in the hotel?	
4.2.	point to the source of inspiration for the hotel's greatness?	
4.3.	imply that the hotel remains a leader thanks to its blend of old and new?	
4.4.	mention how a certain social inconvenience was addressed?	
4.5.	explain how the hotel's architectural style was developed?	

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Strona 4

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Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w każdą lukę (5.1.–5.5.) literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.



A DESIGNER'S RANCH HOUSE MAKEOVER

Designer Allison Clouser bought a 1980s ranch-style house near Bend, Oregon. Her original idea was to fix the house and put it on the market. But when she and her family walked inside for the first time, they felt something special. **5.1.** This decision started a long and careful project to improve the house.

The changes were done slowly and carefully. Allison wanted to keep some of the old charm while making the house look fresh and modern. **5.2.** ____ It used to be dark and heavy, but after cleaning and treating the wood, it looked lighter and brighter. This made the rooms feel more open. **5.3.** ____ A special hood above the stove added style, and the working tops were both useful and nice to look at.

Another important modification was adding large panes of glass, which let in lots of daylight and changed the perspective. **5.4.** ____ This improvement helped the house feel connected to nature and comfortable to live in.

What started as a simple money project became very personal. **5.5.** _____ True to this name, the home is now cozy and modern, keeping old style while feeling fresh for today's life. This story shows that improving a house is not just about fixing walls and ceilings, but also about making a place feel special and turning it into a true home for a family.

Na podstawie: Homes and Gardens, https://link.operon.pl/yZ (dostęp: 5.09.2025).

- **A.** She also redesigned the kitchen as an open space where family and guests could meet.
- **B.** Although the process was challenging, the changes were absolutely essential.
- **C.** By paying attention to the house and choosing details with care, Allison created what she calls an "elevated" ranch.
- **D.** The house gave them a strong feeling, and instead of selling it, they decided to keep it and make it their home.
- **E.** Such windows transformed the rooms completely, giving a sense of space while bringing in wide views of the outdoors.
- **F.** One of the biggest updates was the ceiling.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (0–8)

Przeczytaj dwa teksty dotyczące szczepień. Wykonaj zadania 6.1.-6.8. zgodnie z poleceniami.

Tekst 1.

My grandmother, Jennie Ross, was one of the kindest people I've ever known. Born in 1920, she lived through some of the most challenging times in history. One story that always stood out to me was about her cousin, Dolly Yasnitz.

Dolly was just ten years old in 1938 when she was the flower girl at my grandmother's wedding. She wore a beautiful blue dress. However, what you wouldn't see in the photographs were the metal braces on her legs and the wooden crutches she used to walk. Dolly had survived polio, a disease that left her unable to walk unaided.

6. 0-1-2 3-4 5-6 7-8

Strona 5

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In the early 20th century, polio was one of the most feared diseases in the world. Thousands suffered its severe consequences, and many survivors were left with permanent physical disabilities, with children especially at risk. Diseases like polio, measles, and influenza were a constant threat, and there were no vaccines or antibiotics. In 1918, a flu pandemic affected over 50 million people worldwide. In the 1920s and '30s, polio outbreaks caused widespread panic. Schools and public places shut down, families were quarantined, hospitals filled quickly, and nobody knew how the disease spread or how to stop it.

Dolly became sick with polio at age six. She was rushed to the hospital, and the family feared the worst. Many children were severely impacted, and treatments were limited. Dolly survived, but her legs were damaged. Over time, she learned to walk again with braces and crutches. She even continued playing piano, a skill she learned from her cousin.

By the 1940s, scientists began to understand that polio spread mainly through poor hygiene. Public health campaigns, school closures, and fundraising drives swept the nation. Kids sold lemonade. Disney characters promoted awareness. In 1953, scientist Jonas Salk announced the first successful polio vaccine. The next year, nearly two million children, the "polio pioneers," were vaccinated. Soon, polio nearly disappeared from the U.S.

Unfortunately, it came too late for Dolly. Though she married and had a family, she lived with pain and mobility issues throughout her life, which lasted 71 years. My grandmother lived longer, until 92, and her stories stayed with me. Like polio, some diseases brought fear, school closures, and confusion, but remembering how people overcame polio gave me hope. We conquered polio through science, determination, and community effort, and these challenges and the stories we pass down teach us that even in dark times, there is reason to hope.

Na podstawie: Scope, https://link.operon.pl/yJ (dostęp: 5.09.2025).



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

6.1. After contracting polio, Dolly's main problem was that she

- **A.** was unable to participate in family events.
- **B.** relied on braces and crutches to walk.
- C. lost most strength in her arms, making piano nearly impossible.
- **D.** had mild symptoms and soon walked unaided.

6.2. What made polio one of the most feared diseases in the world?

- **A.** No one could survive the disease.
- **B.** Those with physical disabilities were at risk.
- C. Quarantine caused widespread panic.
- **D.** Large numbers were deeply affected.

6.3. Who were polio pioneers?

- **A.** First children who received the polio vaccination.
- **B.** Scientists who understood how polio spread.
- C. Disney characters used to promote awareness.
- **D.** Fundraisers who organised widespread campaigns.

6.4. The author of this text...

- **A.** describes how children fought polio.
- **B.** explains how the vaccine against polio was developed.
- C. shows how looking back at the past can give us hope.
- **D.** shares the story of his/her grandmother's life.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Strona 6

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Tekst 2.

A BRIEF HISTORY OF VACCINES

Vaccination has been one of the most important achievements in public health. Although the idea of protecting people from diseases dates back centuries, the modern practice of vaccination began in the late 18th century. In 1796, English doctor Edward Jenner made a major discovery. He noticed that women who worked with cows and who had caught cowpox, a mild illness, did not get smallpox, a deadly disease at the time. To test this, Jenner took material from a cowpox sore and gave it as a vaccine to an eight-year-old boy named James Phipps. Later, he exposed the boy to smallpox, but the boy did not become ill. Jenner's work led to the creation of the first successful vaccine and introduced the very word "vaccine," which comes from the Latin word for cow, vacca. This discovery was revolutionary because it showed that a less dangerous disease could protect people from a more serious one.

Jenner's discovery quickly gained attention. Important leaders like Napoleon Bonaparte in France and Thomas Jefferson in the United States supported the use of vaccination. Their encouragement helped the practice spread across Europe and America in the early 19th century. Over time, more scientists improved vaccine technology. In the 19th and 20th centuries, Louis Pasteur made important contributions by creating vaccines for diseases such as rabies and tetanus. He introduced the idea of using weakened forms of a disease to build protection, a method that is still used today. Later, vaccines using dead forms of viruses or bacteria were developed, which helped prevent more diseases. These advances helped reduce the spread of many deadly illnesses.

In 1974, the World Health Organization (WHO) launched a program to give vaccines to children all over the world. This program focused on protecting against dangerous diseases like tuberculosis, polio, measles, and whooping cough. Thanks to these efforts, children around the world became much less vulnerable to many infectious diseases. Vaccination became one of the most effective ways to improve global health, especially in poorer countries where access to medical care is limited.

One of the greatest successes in vaccination history was the complete elimination of smallpox. Through a worldwide vaccination campaign led by WHO, smallpox was officially declared eliminated in 1980. This achievement showed how global cooperation could defeat a deadly disease. It also inspired efforts to fight other diseases through vaccination.

The history of vaccination shows how science and community effort work together to protect people. From Edward Jenner's first vaccine to today's innovative developments, vaccines have saved millions of lives and remain vital to public health worldwide.

Na podstawie: WHO, https://link.operon.pl/yK (dostęp: 5.09.2025).

Uzupełnij luki w zdaniach 6.5.–6.8. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

	could protect against contracting smallpo
revolutionized medicine a	nd marked the beginning of modern vaccination.
6.6. Jenner received suppowhich significantly advance	
6.7. Before 1974, there	
help	ped protect children all over the world from dangerous diseases.
6.8. Through the WHO-le	ed campaign, one
defe	eated, and global vaccination efforts were initiated to tackle others

Strona 7

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

A CHANGE OF PACE

When I first moved to the countryside, everyone thought I had lost my mind. **7.1.** ____, they couldn't understand why anyone would leave a city full of opportunities.

Life here differs from the fast-paced urban lifestyle I used to lead. It's quieter, slower, and somehow more meaningful. At first, I tried to keep my city habits, rushing everywhere, checking emails obsessively, but it is not much **7.2.** _____ pretending to be someone you're not.

One morning, I happened **7.3.** ____ past the village notice board and saw a flyer for a writing group. I joined, and for the first time in years, I felt comfortable enough to speak my mind.

My old apartment was nowhere **7.4.** ____ as cozy as the cottage I now call home, with its creaky floors and ivy-covered walls. Surprisingly, there's a strong demand for remote writers here, and I've been freelancing ever since.

I no longer **7.5.** _____ to work, unless you count walking ten steps from the kitchen to my desk. Besides, I've made friends I would never have met in the city, people who care more about your character than your job title.

And though I feared starting over, I sailed through most challenges with unexpected ease. **7.6.** _____, I realize that moving away wasn't running from something but rather running toward a better version of myself.

Źródło: tekst własny.

7.1.
7.2.
7.3.
A. Word for word
B. Out of words
C. By another word
C. worth
C. walk

D. In other words **D.** point **D.** to have walked

7.4. 7.5. 7.6.

A. nearA. arriveA. Thinking overB. closeB. commuteB. Getting awayC. farC. reachC. Looking backD. elseD. moveD. Seeing through

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Strona 8

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Zadanie 8. (0-4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.) jednym wyrazem, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



THE HIDDEN JOURNAL

The maintenance crew had nearly finished when something unusual caught the librarian's eye
beneath a warped floorboard. She leaned in and brushed away the dust, revealing what looked
like a hidden compartment. As she pried it open, she was 8.1. aback, stunned by
the sight of a small, weathered leather journal tied with red thread.
Inside, the pages were yellowed and fragile, packed 8.2. handwritten entries, old photographs, and pressed flowers. It was clearly someone's deeply personal archive. She took a moment, in 8.3. to call the local historical society, before handling anything further.
They arrived quickly and began documenting every detail. One entry described the loss of a loved one, 8.4. seemed to explain the sorrowful tone of later pages. News of the discovery spread across town, stirring excitement among residents.
Now, the journal is being carefully preserved and studied. What began as an ordinary repair project has turned into a rare glimpse into a forgotten past.
Źródło: tekst własny.
Zadanie 9. (0–4)
Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.
<u>Uwaga</u> : w każdą lukę możesz wpisać <u>maksymalnie pięć</u> wyrazów.
9.1. I (żałuję, że się nie zapisałem) for the gym. I would have been toned by now.
9.2. It is challenging to (przyzwyczaić się do bycia ocenianym)
publicly on the internet when you are a content creator.
9.3. We'll go for a walk in the park as soon as I (nakarmię kota)
It's been following me around all morning.
9.4. We'd rather (abyś przyłaczył się do nas) in organizing a charity event.

Zadanie 10. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zakreśl numer wybranego przez ciebie tematu.

- 1. "Workation", czyli praca zdalna wykonywana podczas podróży lub pobytu w miejscu typowo wypoczynkowym, staje się coraz bardziej popularna. Z roku na rok rośnie liczba osób, które łączą obowiązki zawodowe z podróżowaniem. Napisz rozprawkę, w której przedstawisz dobre i złe strony rosnącej popularności takiego rodzaju pracy.
- 2. W twojej szkole odbyła się kampania zachęcająca uczniów do rzadszego korzystania ze smartfonów. Napisz artykuł, w którym zrelacjonujesz przebieg akcji zorganizowanej w szkole i wyjaśnisz, dlaczego warto, aby młodzi ludzie ograniczali czas spędzany przed ekranami.

CZYSTOPIS

Język angielski. Poziom rozszerzony Próbna Matura z OPERONEM

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		Zgo	odnoś	ć z po	lecen	iem			Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
0-1-2-3-4-5									0-1-2	0-1-2-3	0-1-2-3	
Elementy treści Elementy formy (0-1-2) (0-1)				my								
1	2	3	4	5	1	2	3	4				

Strona 12

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BRUDNOPIS (nie podlega ocenie)

Strona 13

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JĘZYK ANGIELSKI POZIOM ROZSZERZONY WYPEŁNIA ZDAJĄCY

Data urodzenia zdającego



Zad. 1.	A	В	C	D
1.1.				
1.2.				
1.3.				
1.4.				
1.5.				
1.6.				

 $\mathbf{B} \mid \mathbf{C}$

D

Zad. 4.

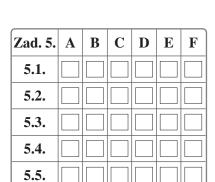
4.1. 4.2.

4.3.

4.4.

4.5.

Zad. 2.	A	В	C	D	E	F
2.1.						
2.2.						
2.3.						
2.4.						
2.5.						



Zad. 6.	A	В	C	D
6.1.				
6.2.				
6.3.				
6.4.				

					P	ESF	EL					
0	0	0	0	0	0	0	0	0	0	0	0	
1	1	1	1	1	1	1	1	1	1	1	1	
2	2	2	2	2	2	2	2	2	2	2	2	
3	3	3	3	3	3	3	3	3	3	3	3	
4	4	4	4	4	4	4	4	4	4	4	4	
5	5	5	5	5	5	5	5	5	5	5	5	
6	6	6	6	6	6	6	6	6	6	6	6	١,
7	7	7	7	7	7	7	7	7	7	7	7	
8	8	8	8	8	8	8	8	8	8	8	8	;
9	9	9	9	9	9	9	9	9	9	9	9	
												I

Zad. 7.	A	В	C	1
7.1.				
7.2.				
7.3.				
7.4.				
7.5.				
7.6.				

WYPEŁNIA EGZAMINATOR

Zad. 3.	0	1	
3.1.			
3.2.			
3.3.			
3.4.			

Zad. 6.	0	1
6.5.		
6.6.		
6.7.		
6.8.		

Zad. 8.	0	1
8.1.		
8.2.		
8.3.		
8.4.		

Zad. 9.	0	1
9.1.		
9.2.		
9.3.		
9.4.		

Zad. 10.

Zgodność z poleceniem	Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
0-1-2-3-4-5	0-1-2	0-1-2-3	0-1-2-3	

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