

**WYPEŁNIA ZDAJĄCY****KOD**

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**PESEL**

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**Miejsce na naklejkę.**

Sprawdź, czy kod na naklejce to

**M-100.**

Jeżeli tak – przyklej naklejkę.

Jeżeli nie – zgłoś to nauczycielowi.




**Egzamin maturalny****Formuła 2023****JĘZYK ANGIELSKI****Poziom dwujęzyczny***Symbol arkusza***MJAA-D0-100-2605****DATA: 7 maja 2026 r.****GODZINA ROZPOCZĘCIA: 9:00****CZAS TRWANIA: 180 minut****LICZBA PUNKTÓW DO UZYSKANIA: 60****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 20 stron (zadania 1–10). 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. 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  pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem  i zaznacz właściwe pole.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.



**TASK 1. (0–5)**

You are going to hear four people talking about learning to drive. For questions 1.1.–1.5., choose the right speaker (A–D) and put a cross (X) in the appropriate column in the table. One speaker must be chosen twice. You will hear the recording twice.

Which speaker		A	B	C	D
1.1.	points to the real reason for his/her emotional reaction after failing a driving test?				
1.2.	recalls an incident which resulted from a communication issue during a driving lesson?				
1.3.	speculates about a factor contributing to the decline in applications for a driving test?				
1.4.	argues that some of the changes which have been introduced into the driving test are unreasonable?				
1.5.	attributes his/her success in the driving test to a shift in his/her mindset?				

**TASK 2. (0–6)**

You are going to hear two texts. For questions 2.1.–2.6., choose the answer which best matches what you have heard by circling the appropriate letter (A, B, C or D).

Questions 2.1.–2.3. are for Text 1, questions 2.4.–2.6. are for Text 2. You will hear the recording twice.

**Text 1****2.1. While elaborating on the measurement stage, Amanda**

- A. explains how the model's final pose is agreed upon.
- B. highlights the importance of having a number of sittings.
- C. justifies the decision to refrain from using the latest technologies.
- D. draws attention to the use of multiple methods to collect the required data.

**2.2. Which is TRUE about the process of creating the figure?**

- A. The clay moulds exactly match the measurements taken from the celebrity.
- B. Imperfections may occur if a certain procedure is carried out too rapidly.
- C. Custom-made wigs with natural hair are prepared for the figures.
- D. Wax is used to create both the head and body of the figure.

**2.3. When answering the last question, Amanda focuses on**

- A. the continuous need to adjust and maintain the figures.
- B. efforts made to mitigate the signs of ageing on the figures.
- C. the measures taken to protect the figures from getting damaged.
- D. updating the outfits worn by the figures in line with contemporary trends.

**Text 2****2.4. Based on the description of the station, it can be concluded that**

- A. it faithfully captures the spirit of a bygone era.
- B. its architecture was the inspiration for a scene in a film.
- C. it has been considerably altered in the last hundred years.
- D. its peaceful atmosphere stirred up mixed emotions in the speaker.

**2.5. The speaker points out that watercress**

- A. is used globally to a greater extent than in Britain these days.
- B. is looked down upon nowadays as food suited for the poor.
- C. is erroneously believed to have a spicy flavour.
- D. is sensitive to temperature fluctuations.



**2.6. When talking about the revival of the 'Watercress Line', the speaker**

- A.** voices his concern that tourists' interest in the service might be fleeting.
- B.** advocates expanding the present rail service in the future.
- C.** draws attention to the purpose the line serves nowadays.
- D.** speculates how the line could regain its former glory.

**TASK 3. (0–4)**

**You are going to hear a text about a new trend in restaurants in the UK. Based on what you hear, complete the gap in each sentence (3.1.–3.4.). You will hear the recording twice.**

**3.1.** When the speaker \_\_\_\_\_,  
she discovered that she had been charged a cancellation fee.

**3.2.** £20 is \_\_\_\_\_ imposed by  
restaurants which are featured in the latest edition of National Restaurant Awards and  
follow the new trend.

**3.3.** The problem for restaurant owners is that they \_\_\_\_\_  
\_\_\_\_\_ due to multiple bookings.

**3.4.** To avoid paying the no-show fee at Paul Foster's restaurant, you have to \_\_\_\_\_  
\_\_\_\_\_ before your visit is due to start.

**TRANSFER YOUR ANSWERS TO TASKS 1 AND 2 TO THE ANSWER SHEET!**

#### TASK 4. (0–8)

Read two texts connected with the history of ballooning. Do tasks 4.1.–4.8.

##### Text 1

##### ON THE WINGS OF FORTUNE

My Dear Sister,

I know that ever since my earliest practice of the art of aerostation\* you have worried about my safety. When I married Pierre, when he first taught me to fly, when he understood that the public, thrilled by our great balloonists, would be even more enraptured by a female *aéronaute* – so many times you have written of your fears. Indeed, there have been days that I have wondered if I should give up and join you in your simple country life of animals and children and bedsheets flapping in the yard. But *something* has driven me skyward; it feels as if each choice I made was not my own but was guided by that steady hand called Fate. Even my baptismal name has felt like some hint of destiny. Then just know this: your Céleste is well and in health. Indeed I might call myself the luckiest woman in the skies.

I believe it was last February that we corresponded? Your letter arrived shortly before my eighth flight, in March. By then, the controversy that had attended my first ascents had almost vanished. Certainly, there were those still grumbling that with all the brave men taking balloons into the sky, there was no need to expose the more delicate organs of the fairer sex to the dangers of speed and changing air pressure. But there were few in Paris who had not been charmed by my remarkable skill! And how the dull costumes of others paled in comparison with my silks! You have read of the tens of thousands of spectators that greet me before each flight.

The eighth flight promised to be no different. We had launched from the Champ de Mars, before crowds so great that some spectators were knocked into the Seine. My ascent was flawless, the winds brisk, and after circling the city, I was being carried toward the north when I found myself approaching heavy clouds. Dropping ballast so as to rise inside them, I was instantly struck by the quality of the mist, so thick I might have carved a piece out of it. I became worried that the balloon would collect too much water, but when I tossed out a fistful of feathers, they showed me to be rising, and at last I broke above the clouds and emerged beneath a great expanse of dazzling sky. It was, I realized with a glance at my instruments, higher than anyone had flown before. *Higher then!* I thought, and released the last bag of sand. And then I was swiftly swept away. Alarmed, I pulled the valve on the balloon, too fast, and the balloon started to drop.

It was a long way down, and when I emerged again from the heavy clouds, I found myself over unfamiliar fields. I passed farmhouses, stone walls and streams. Faster now. A forest loomed before me; I had to bring myself to earth before I crashed into trees. Swiftly I released the gas valve. The ground rushed up to me; I hurled my instruments out of the basket, the balloon rose suddenly, then fell, shredding a path through a sloping field of barley. I threw my anchor – it caught – I lurched back – the basket struck.

What a sight I must have been for the villagers who found me! My pink gown torn and muddied, my limbs tangled in the riggings, my great aerostat stretched out across their fields like some stranded giant sea creature, expiring its last breath. My strangeness was probably all that saved me from bloody revenge for the devastation I'd caused to their barley. There were still some who might have murdered me, had not, to my good fortune, a schoolteacher,



an aerostation enthusiast himself, arrived. I had crashed some twenty leagues northwest of Paris. A cart was summoned. Balloon and balloonist were gathered up, taken to a nearby town and after a night in the schoolteacher's home, I was taken in a cart to Paris. There, after two days' journey, I was greeted with jubilation, news of my arrival having been sent on ahead by the teacher as soon as we reached his town after the accident.

Adapted from: Daniel Mason, *A Registry of My Passage Upon the Earth*, New York, 2021.

\* **Aerostation** – the art or science of operating a lighter-than-air craft.



For questions 4.1.–4.4., choose the answer that best matches the text and circle the appropriate letter (A, B, C or D).

**4.1. From the first paragraph, we learn that Céleste**

- A. feels that she has misunderstood the call of destiny.
- B. doubts whether the general public will embrace a female balloonist.
- C. has experienced feelings of uncertainty about her chosen path of life.
- D. is convinced that her husband fails to appreciate the sacrifice she has made.

**4.2. When Céleste comments on the public's response to her flights, she points out that**

- A. there is no way of stopping people who ridicule her efforts.
- B. reservations concerning her flights have subsided over time.
- C. she had a number of heated arguments about her hazardous ascents.
- D. her impressive attire distracts spectators' attention from her flying abilities.

**4.3. On her eighth flight, Céleste first started feeling anxious**

- A. after she ascended higher than anyone else.
- B. just before she dropped the last sand bag.
- C. once the balloon emerged from the heavy clouds.
- D. when she realized how dense the mist she was enveloped in was.

**4.4. Which of the following happened last after the crash?**

- A. Céleste stayed the night in a nearby town.
- B. Céleste faced hostility from some villagers.
- C. Céleste's aerostatic equipment was collected from the field.
- D. The news about Céleste's abrupt landing was sent to Paris.

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!**

## Text 2

### THE TRUE STORY OF *THE AERONAUTS*

Considering the extent to which women were tethered to their husbands and homes in centuries past, it is exhilarating to watch Amelia Wren (portrayed by Felicity Jones) soar above it all in *The Aeronauts*, a film released in 2019 and directed by Tom Harper. Felicity Jones is accompanied in the film by Eddie Redmayne playing the real-life British meteorologist James Glaisher, who thinks he can advance his research into weather by going up in a hot-air balloon.

You might think that Amelia piloting hot-air balloons through English skies in the 1860s must have been a wonderful inspiration for women! Except for the fact that Amelia Wren is a figment of the imagination of the screenwriter, Jack Thorne. In fact, Amelia Wren is a stand-in for Henry Coxwell, Glaisher's co-aeronaut, who rose above London in 1862 and flew up to 37,000 feet. The gender swap has led to accusations of Hollywood being overly politically correct.

Harper's team did invent Amelia Wren completely but her character is inspired by some real women who flew balloons decades before Glaisher and Coxwell's flight, and in particular by Sophie Blanchard, who was a French aeronaut.

Hot-air balloons became quite the rage in the 1780s. According to *Atlas Obscura*, the first woman to make a flight in an untethered balloon was an opera singer, Elisabeth Thible. She flew with a Monsieur Fleurant on board a hot-air balloon christened *La Gustave*. She was the replacement for a count who'd backed out of the flight at the last minute in Lyon in 1784. Later, in 1798, also in France, Jeanne Garnerin made the first solo ascent and became an example which other women followed. Her compatriot, Jean-Pierre Blanchard, was one of the first men to cross the English Channel in a balloon. In order to entertain the crowds, he liked to make his flights more thrilling, for example by launching fireworks from his balloons. In 1804, mainly for publicity, he invited his wife Sophie onto his balloon and though she was a very cautious person on the ground, she immediately fell in love with this potentially hazardous activity. When Jean-Pierre suffered a heart attack and died, she did not give up ballooning. Sophie Blanchard pushed many boundaries during her career. Once, she flew to such altitudes that she passed out. On another occasion, she almost froze.

The thrill of *The Aeronauts* undoubtedly lies in the death-defying feats it depicts. The film is also visually stunning thanks to its computer-generated effects and the artistry of the cinematographer, George Steel, and the production designers. In a startling sequence in which Amelia climbs to the top of her balloon to unscrew a frozen valve and release air so that the balloon could descend, her bleeding, frostbitten hands speak of the enormity of the task itself. Yet, *The Aeronauts* stumbles time and again because of its attempt to add the juice of fiction to the original story. Regrettably, the truth, in Hollywood terms, is never enough.

Adapted from: [www.refinery29.com](http://www.refinery29.com); [www.rollingstone.com](http://www.rollingstone.com); [www.time.com](http://www.time.com)





**Based on the text, complete sentences 4.5.–4.8.**

**4.5.** The film *The Aeronauts* has been criticized for \_\_\_\_\_  
\_\_\_\_\_ instead of Henry Coxwell.

**4.6.** According to *Atlas Obscura*, Jeanne Garnerin was the first woman \_\_\_\_\_  
\_\_\_\_\_.

**4.7.** Sophie Blanchard \_\_\_\_\_  
\_\_\_\_\_ in the air than in her everyday life.

**4.8.** In the last paragraph, the author expresses the view that \_\_\_\_\_  
\_\_\_\_\_ was unnecessary.

**TASK 5. (0–4)**

Read the article. Four paragraphs have been removed from the text. Complete each gap (5.1.–5.4.) with the paragraph which fits best and put the appropriate letter (A–E) in each gap. There is one paragraph which you do not need to use.

### WHAT DID STONEHENGE SOUND LIKE?

Through the doors of a university building, down a concrete hallway and inside a foam-covered room, stands a shin-high replica of one of the most mysterious monuments ever built: Stonehenge. However, these miniature standing stones aren't there just to be admired. Instead, this scale model is at the centre of ongoing research into Stonehenge's acoustic properties.

**5.1. \_\_\_\_\_**

How did Cox come up with the idea of researching this particular issue? While working on "the sonic wonders of the world" 10 years ago, Cox began to ponder whether studying the acoustic properties of Stonehenge would help uncover some of its secrets. He realized there was a technique in acoustics that had never been applied to prehistoric sites before, namely that of acoustic scale modelling. Cox created a 1:12 scale replica of Stonehenge which he could test inside the university's semi-anechoic chamber, a room that absorbs virtually all sound, thanks to the geometric foam covering every surface except the floor.

**5.2. \_\_\_\_\_**

It turned out that the original ancient structure consisted of 157 stones. The process of creating the miniature stones through 3D printing and moulding techniques took about six months and then they had to be arranged correctly. When Cox finally achieved the qualities of real stones at scale, to complete each test his team placed loudspeakers around the stones and played the various frequencies they were interested in measuring. Microphones in the room collected data on how the stones affected the sound. Through mathematical processing, Cox was able to create a computer model that simulated the acoustic properties of Stonehenge and could distort voices or music to give a sense of what they would sound like within the circle.

**5.3. \_\_\_\_\_**

This meant that people gathered inside the circle would have heard each other quite well, while those standing outside Stonehenge would have been excluded from any ceremonies taking place. Thus, Cox's research adds to a growing body of evidence that Stonehenge may have been used for rituals reserved for a select few, with one study even pointing to the possibility of a hedge grown around the site to shield the participants from view.

**5.4. \_\_\_\_\_**

This follow-up study also takes a closer look at how listeners hear sounds coming from different angles, since whether sound reaches people from the side or front changes how they perceive it. For example, sound reflections from the side improve the quality of music in a concert hall. Once Cox analyses his new set of data, he hopes to publish the findings later this year.

Adapted from: [www.bbc.com](http://www.bbc.com)



- A.** Once Cox discovered this difference in sound perception, he and his colleagues began to investigate how people within the circle might affect the acoustics. The team recently finished a new set of measurements by placing up to 100 small, wooden figurines inside the model. “We know that people being inside would have changed the acoustics because human bodies absorb sound,” he said. “We want to quantify how it might have changed as more people went inside the circle.”
- B.** The latter experiment shows that the late Neolithic people who built Stonehenge weren’t used to the acoustics of large walls and enclosed spaces. Thus, they would have likely found the effect mesmerizing. Cox likens Stonehenge’s acoustic properties to the difference between standing in an empty cinema as opposed to a cathedral.
- C.** Although Stonehenge is the world’s most architecturally sophisticated ancient stone circle, archaeologists still don’t know who built it and what it was used for, so the massive monument remains a mystery. However, thanks to a study carried out in 2020 by Trevor Cox from the University of Salford, one more fascinating detail about this site was discovered: it once acted as a giant echo chamber, amplifying sounds made inside the circle to those standing within it.
- D.** The results of this experiment surprised Cox: although Stonehenge has no roof, sound bounces between the gaps in the stones and lingers within the space. And the stones play an important role. It turned out that in an open, natural environment, like the grassy hill Stonehenge is built on, a listener facing away from a speaker would have only understood about one-third of the words. However, the reflections from the stones at Stonehenge would have amplified the voice by four decibels, increasing comprehensibility to 100%.
- E.** Obviously, in order to be reliable, this miniature copy had to be as close to the original structure as possible. That’s why, prior to building his model, Trevor Cox needed to know what Stonehenge looked like 4,000 years ago. And here English Heritage came to his rescue by providing him with a computer visualization of Stonehenge.

***TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!***

**TASK 6. (0–4)**

Read the text. For questions 6.1.–6.4., choose the appropriate paragraph and write the corresponding letter (A–E) in the table. One paragraph does not match any of the questions.

In which paragraph does the author refer to

6.1.	an inevitable aggravation of the current situation?	
6.2.	the desired outcome being jeopardized if the recovered plastic is re-used inappropriately?	
6.3.	a potential hazard to marine life which the system already manages to eliminate?	
6.4.	an agreement concerning single-use plastics as a step in the right direction?	

### A DUTCH TEENAGER WHO HAD A DREAM

- A.** The eradication of oceanic garbage patches has been Boyan Slat's single-minded goal ever since he was 16 years old, when his diving trip to Greece yielded more plastic bag sightings than fish. Obsessed with the idea of creating a floating barrier that could collect plastic using the power of ocean currents alone, he founded the company *The Ocean Cleanup*. Now, Slat will watch as *System 001* – a floating barrier nearly 2,000 feet long – snakes its way out into the Pacific. Its destination is the Great Pacific Garbage Patch, a gyre of plastic waste twice the size of Texas held in position by ocean currents between California and Hawaii.
- B.** The project has come a long way since an early prototype of *System 001* was featured in *TIME*'s list of the best inventions of 2015. What was originally envisaged as a large rigid barrier arranged around a central tank for collecting plastic is today an unmanned, modular system that moves with the currents, naturally gravitating to areas of higher concentration. It looks like a pipeline sitting on the surface of the sea, but beneath the waves lies a 10-foot deep "skirt", which traps the plastic accumulated by the current. Unlike earlier projects of its kind, the system does not use nets, and thus prevents sea life from becoming entangled. The hope is that plastic will accumulate as if on a seashore, ready to be collected by boats and taken for recycling.

- C. It's an ambitious plan, and one that has received millions of dollars of funding thanks to fast-shifting public opinion on plastic. In December 2017, a UN resolution to eliminate ocean plastic pollution was signed by nearly 200 countries. As a consequence, big corporations are supposed to eliminate single-use plastics from their goods and services as soon as possible. But reducing our addiction to plastic is just one half of the equation. "These garbage patches won't go away by themselves. Even if we were to close the tap today, the plastic would still be there in a hundred years," Slat says.
- D. Slat sees his mission as a race against time. Plastic gradually breaks down into smaller pieces called microplastics which can eventually enter the food chain and affect the health of both marine and land creatures. Currently, 8% of the plastic mass in the Great Pacific Garbage Patch is microplastics, according to research carried out by his company and published in the journal *Scientific Reports*. "But of course what's going to happen over the next few decades is that all the other 92% of the plastic will be turned into microplastics as well," Slat says.
- E. A thorny question that remains is what will happen to the plastic that is brought back to shore. Slat says he wants to turn it into branded merchandise, but acknowledges that it all depends on the quality of the plastic, which remains unknown. Nowadays, most of the plastic in the oceans is single-use. "By not making it into anything single-use, you can already reduce the chances of it ending up back in the oceans by 99%," he says. But he fears that some of the waste returned to land might ultimately be used by third-party companies to produce more single-use plastics destined to return to the oceans.

Adapted from: [www.time.com](http://www.time.com)

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!**

**TASK 7. (0–5)**

Read the text. For questions 7.1.–7.5., choose the word or phrase which fits best in each gap. Circle the appropriate letter (A, B, C or D).

**WHAT ANTS CAN TEACH US ABOUT WORKING TOGETHER**

Ants have been colonizing new territories for over 100 million years. It's estimated that over 500 species of ants can be found in countries where they aren't native, **7.1.** \_\_\_\_\_ a ride with humans, or their cargo and goods.

Being able to accomplish tasks that are beyond the capabilities of single individuals, ants provide one of the most **7.2.** \_\_\_\_\_ examples of collective behaviour in the natural world. They communicate and cooperate by secreting pheromones, or scent chemicals, that can **7.3.** \_\_\_\_\_ others to danger or lead them to a promising food source.

All the ants in a colony have tasks assigned to them. Worker ants divide up the chores of finding food, nest construction, and defence. Labour is subdivided according to who is best suited to doing a given task. **7.4.** \_\_\_\_\_ this seems a mundane existence, the employment of this cooperative strategy is astonishingly successful.

So next time you find yourself frustrated by team dynamics at work or **7.5.** \_\_\_\_\_ by a stressful task you have to do on your own, consider taking inspiration from those tiny creatures bustling beneath your feet.

Adapted from: [www.time.com](http://www.time.com); [www.oreateai.com](http://www.oreateai.com)

**7.1.**

- A. to be hitched
- B. having hitched
- C. being made to hitch
- D. having been hitched

**7.2.**

- A. striking
- B. hitting
- C. daring
- D. enterprising

**7.3.**

- A. alert
- B. warn
- C. notify
- D. signal

**7.4.**

- A. Since
- B. Despite
- C. Although
- D. Nevertheless

**7.5.**

- A. opposed
- B. distorted
- C. overwhelmed
- D. half-hearted

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!**



### TASK 8. (0–4)

Read the text. For questions 8.1.–8.4., use the word given in brackets to form a word that fits the gap. The text must be logical and correct in both grammar and spelling. Write the missing word in the space provided.

WHO WAS THE WOMAN ABOARD THE FAMED 17<sup>TH</sup>-CENTURY SWEDISH WARSHIP?

Scientists are still making new discoveries about the Vasa, the world's best preserved 17<sup>th</sup>-century ship, which remained underwater for more than 300 years. The Swedish warship capsized just minutes after setting sail on its maiden voyage in 1628. Its heavy bronze cannons had made the ship's centre of gravity too high, resulting in dangerous

**8.1. (STABLE)** \_\_\_\_\_. A light gust of wind toppled the ship over on its side. As water flooded through the gun portals of the ship, it sank in the shallow waters of Stockholm harbour. About 30 people died in the disaster, and most of them still remain

**8.2. (IDENTIFY)** \_\_\_\_\_.

For years, scientists had speculated that one of them, known as G, was a woman. Now, DNA analysis of the skeletal remains has finally confirmed that they belong to a female. But what was she doing on the Swedish warship? Perhaps she was a seaman's wife who wanted to come along on the maiden journey of this **8.3. (PRESTIGE)** \_\_\_\_\_ ship.

While women didn't serve in the Swedish navy at the time, they were sometimes allowed on board as guests.

The famous warship has made the headlines several times in recent months. Back in October, archaeologists announced that the wreckage of the Vasa's sister ship, Äpplet, had been found just outside of Stockholm. After setting sail in 1629, Äpplet remained in service for 30 years. When necessary repairs were deemed too extensive to pursue, officials

**8.4. (INTENTION)** \_\_\_\_\_ sank it in 1659.

Adapted from: [www.smithsonianmag.com](http://www.smithsonianmag.com)

### TASK 9. (0–5)

For questions 9.1.–9.5., complete the second sentence so that it is as similar in meaning as possible to the first sentence and it is correct in both grammar and spelling. Use the word given. Do not change the word given. Use up to six words including the word given.

9.1. Visitors can only enter this section if they are accompanied by a staff member.

#### RESTRICTED

Access to this section \_\_\_\_\_  
who are accompanied by a staff member.

9.2. Last month's hurricane blew the roof off our house in Miami.

#### BLOWN

Our house in Miami \_\_\_\_\_ during  
last month's hurricane.

9.3. I wonder if my comment about his outfit offended him.

#### OFFENCE

I wonder if he \_\_\_\_\_ my comment  
about his outfit.

9.4. As soon as I turned on the washing machine, all the lights in the house went off.

#### SWITCHED

Hardly \_\_\_\_\_ the washing machine  
when all the lights in the house went off.

9.5. The police arrested him because they thought he was involved in the robbery.

#### SUSPICION

He was arrested \_\_\_\_\_ in the robbery.





### TASK 10. (0–15)

Choose one of the topics below and write a composition in English following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

1. Zachowanie równowagi między pracą a życiem prywatnym, czyli tzw. *work-life balance*, jest coraz ważniejsze dla młodych pracowników. Czy to dobrze? Napisz **rozprawkę** przedstawiającą opinię na ten temat, odnosząc się do: efektywności pracy, życia rodzinnego oraz zdrowia.
2. Podczas wędrowki w górach byłeś/byłaś świadkiem niebezpiecznego wypadku spowodowanego przez nieodpowiedzialne zachowanie turysty. Napisz **artykuł**, w którym opisziesz, jak do tego wypadku doszło, zrelacjonujesz akcję ratowniczą i zaproponujesz konsekwencje, jakie powinny ponosić osoby lekceważące zasady bezpieczeństwa.

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## NOTES (*will not be assessed*)









# JĘZYK ANGIELSKI

## Poziom dwujęzyczny

*Formuła 2023*



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