

PRÓBNY EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM PODSTAWOWY

Czas pracy: 120 minut
Liczba punktów do uzyskania: 50

MARZEC
ROK 2018

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 14 stron (zadania 1 – 10). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 20 minut i jest nagrana na płycie CD.
3. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
4. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
5. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
6. Na karcie odpowiedzi wpisz swój numer PESEL
7. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj ■ pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem ⊗ i zaznacz właściwe.
8. Tylko odpowiedzi zaznaczone na karcie będą oceniane.

WPISUJE ZDAJĄCY

KOD

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PESEL

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DYSLEKSJA

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Arkusz opracowany przez Świętokrzyskie Centrum Doskonalenia Nauczycieli.
Kopiowanie w całości lub we fragmentach bez zgody wydawcy zabronione.

Odpowiedzi z tej próbnej matury znajdziesz dziś o godzinie 14 na www.scdn.pl, www.echodnia.eu/edukacja oraz w jutrzejszym wydaniu papierowym „Echa Dnia”

ROZUMIENIE ZE SŁUCHU

Zadanie 1. (5 pkt)

Usłyszysz dwukrotnie wywiad ze sławną piosenkarką muzyki pop. Zdecyduj, które zdania są zgodne z treścią komunikatu (T), a które nie (F). Zaznacz znakiem X odpowiednią rubrykę w tabeli.

		T	F
1.1.	The famous American music star inherited her talent for music from her parents.		
1.2.	The music star used to do what her parents wanted her to do when she was sixteen.		
1.3.	When she left home, the teenage music star was not a regular party and club goer.		
1.4.	The teenage music star was very happy with the length of her hair.		
1.5.	The young music star has a ready recipe for everybody how to succeed in the music business.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 2. (4 pkt)

Usłyszysz dwukrotnie cztery wypowiedzi dotyczące wyrażania opinii na temat karania dzieci. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E).

Wpisz odpowiednie litery do tabeli.

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

A.	The alternatives to a smack are not always effective.	2.1.	
B.	If you are violent towards children, it teaches them to be violent.	2.2.	
C.	A quick smack doesn't do children any harm, it works.	2.3.	
D.	If you punish children, they'll always remember it and hate you for it.	2.4.	
E.	Parents who smack their children should be punished by law.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. (6 pkt)

Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B lub C.

Tekst 1.

3.1. The customer didn't buy the black dress because

- A. the dress was not on the stock.
- B. she wanted to buy some other dresses.
- C. the dress was not on sale.

Tekst 2.

3.2. Which is TRUE about the text?

- A. The watch was not worth £400.
- B. The customer turned out to be an honest person.
- C. The customer wanted to deceive Mr Downing.

Tekst 3.

3.3 Where are the people talking?

- A. At the bus station.
- B. At the hotel reception desk.
- C. At the railway station ticket office.

Tekst 4.

3.4. Rodin's works:

- A. are made from the notepaper from the hotel situated opposite the British Museum.
- B. will be displayed in Paris on 26th April.
- C. will be exhibited beside the greatest works of art ever.

Tekst 5.

3.5. Which is the best title for this text?

- A. AN IMPORTANT INVENTION
- B. EYE PROBLEMS
- C. HOW GLASSES WORK

Tekst 6.

3.6. Why did his father find working in a factory difficult?

- A. He couldn't speak any English.
- B. He didn't have many friends there.
- C. The job was below his qualifications.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE TEKSTÓW PISANYCH

Zadanie 4. (4 pkt)

Przeczytaj tekst. Dobierz właściwy nagłówek (A-F) do części tekstu ponumerowanych od 4.1. do 4.4. Wpisz odpowiednią literę obok numerów 4.1. do 4.4.

Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do części tekstu.

- A. TRICKS ARE FUNNY BUT NOT FOR ANIMALS**
- B. SUFFERING FROM THE LACK OF FREEDOM**
- C. NO WAY BACK TO FREEDOM**
- D. LEARNING ABOUT ANIMALS**
- E. A SAFE PLACE TO LIVE**
- F. SAVING SPECIES FROM EXTINCTION**

4.1.

Critics of zoos argue that animals often suffer physically and mentally by being enclosed. Even the best artificial environments cannot come close to matching the space, diversity and freedom of animals' natural habitats. This deprivation causes stress and mental illnesses in many zoo animals. Some zoos make animals behave unnaturally: for example, marine parks often force dolphins and whales to perform tricks. These mammals may die decades earlier than their wild relatives and some even try to commit suicide.

4.2.

On the other hand, by bringing people and animals together, zoos have the potential to educate the public about conservation issues and inspire people to protect animals and their habitats. Some zoos provide shelter for mistreated animals or abandoned pets. Zoos also carry out important research into subjects like animal behavior and how to treat illnesses.

4.3.

One of the most important modern functions of zoos is supporting international breeding programmes, particularly for endangered species. Good zoos enable the representatives of the rarest species to live and have the young in a secure environment. Breeding programmes provide a safeguard against inbreeding: zoo-bred animals can go back into the wild to increase genetic diversity.

4.4.

However, opponents of zoos say that the vast majority of captive breeding programmes do not release animals back into the wild. Surplus animals are sold not only to other zoos, but also to circuses or hunting ranches in the US or South Africa, where some people are willing to pay a lot of money for the chance to kill an animal in a fenced enclosure.

Adapted from <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/are-zoos-good-thing> Accessed 6. 10. 2017

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (3 pkt)

Przeczytaj trzy teksty dotyczące nietolerancji. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B lub C.

Tekst 1.

RACIST GRAFFITI SCRAWLED ON HOUSE BEFORE A SRI LANKAN FAMILY MOVES IN

Police are appealing for information to catch those who carried out the act. The property in Liverpool was covered in Islamophobic and racist words and phrases. The house's windows had also been smashed. But it appears the people behind the graffiti mistook the Sri Lankan family, who are Hindu, for Pakistanis of Muslim faith. Detective Inspector Debbie Tipton said "Everyone has the right to live peacefully within their community and to go about their daily lives without harassment from others just because they are perceived to be different. We will take the strongest possible action against those who behaved in this unacceptable way."

Adapted from <http://www.independent.co.uk/news/uk/crime/racist-graffiti-daubed-on-liverpool-house-days-before-sri-lankan-family-moves-in-a7920281.html> Accessed 31. 08. 2017

5.1. From the text, we learn that

- A. the police in Liverpool are determined to catch and punish the graffiti makers.
- B. the graffiti makers knew the religion of the people who were going to move into the house.
- C. apart from the Islamophobic graffiti, the house was not further vandalized.

Tekst 2.

A GRUESOME MASSACRE

In the beginning of the 20th century in the city of East St. Louis, between one and two hundred Negroes were shot, burned and hanged to death by white mobs of men, women and children. Six thousand Negroes were driven from their homes. Negro workers, newly arrived from the South, had been used as strikebreakers at three major factories in the city. Fear, suspicion and hatred spread throughout the white community and mobs quickly formed to drive all Negroes from the city. They nearly succeeded.

Adapted from J.H. Clarke, ed. *Harlem, U.S.A.*, Seven Seas Books, 1976, p.128

5.2. The white people in East St. Louis:

- A. did not want to work together with the black people in one factory.
- B. killed six thousands of Negroes.
- C. did not want black people to live in the city.

Tekst 3.

RACISM IN AUSTRALIA

In June 1998, One Nation, an Australian nationalist party in Queensland won 25 percent of the votes with their programme of fighting immigration by non-whites. This was made possible where unemployment was high and where it was easy to convince the people that immigrants were taking their jobs. It was a convenient excuse and a way of letting off

frustration. In a speech, the party leader said that Australia was “in danger of being flooded” by Asians. She also questioned the special welfare benefits for Australia’s Aborigines.

Adapted from <http://www.globalissues.org/article/165/racism/RacismInEurope> Accessed 26. 11. 2017

5.3. The nationalist party was successful because:

- A. people believed that they had no jobs because of immigrants.
- B. there were already too many Asian people in Australia.
- C. they promised more money to the Aborigines.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (5 pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D.

MUSIC BRINGS BACK MEMORIES FOR PEOPLE WITH DEMENTIA

A piece of cake is halfway to his mouth when Herbert Wollschlager’s eyes light up. He puts down the fork and asks someone to help him out of his chair and to the dancefloor. “That’s a foxtrot,” he says, raising a finger in recognition of the music that has just started up. “That’s my sort of dance.” The 78-year-old retired electrical engineer who has a form of dementia follows his nurse and suddenly his walking difficulties have disappeared and the two are gliding across the floor.

At the Dance Café Wilhelmine in Berlin about 20 elderly people have been brought together to escape for a few hours the dementia that shapes their lives.

“Music is like a silver bullet for those with dementia,” says Christa Matter, psychologist and manager of Berlin’s Alzheimer’s Society, which organizes the dances every month. “People with dementia are constantly told they can’t do this, they’re doing that wrong, but when they’re dancing they can suddenly move with much more confidence, they know the steps, the music opens something in them. They might not remember the names of their wives or husbands or children any more, but they haven’t forgotten how to dance.”

These theories have been confirmed by the US neurologist Oliver Sacks, who, in his study of music and the human brain, talks of music’s ability to overcome Alzheimer’s. “Music of the right kind can serve to orient and stabilize a patient when almost nothing else can,” he wrote.

The tea dances, which take place across Germany, started several years ago. “From what we observe, it would seem that the response to music is preserved even when dementia is in a very progressed form,” said Matter.

As the afternoon draws on, the aged dancers recollect bits of their lives. Drinking apple juice, Hildegard Gehrmann, who says she is 22, but was in fact born in 1929, says: “I dance at the Rose Theatre and at the Plaza.” Her nurses say she was indeed a professional dancer in Berlin in the 1950s.

Bettina Maier, a nurse, says that by the next day many of the dancers will have forgotten they were ever at the café. “We show them pictures of themselves, and sometimes they laugh and say: “I’m not that old lady!” she said.

Adapted from Kate Connolly, *Music bring back memories for people with dementia*, and materials prepared by Janet Hardy-Gould, The Guardian Weekly, 22. 06. 2012

6.1. At the tea dance, Herbert Wollschlager ...

- A. eats his cake before beautifully dancing foxtrot.
- B. puts down his food so he can dance with another patient.
- C. stops eating and begins doing a smooth foxtrot.
- D. finishes his food and glides across the floor with a nurse.

6.2. According to Christa Matter, music can help dementia sufferers to ...

- A. learn and enjoy new dances.
- B. suddenly speak with more confidence.
- C. remember the names of their family members.
- D. get back the ability to move in a confident way.

6.3. It seems that music can help the patients to ...

- A. beat dementia when nothing else can help.
- B. overcome Alzheimer's but only in the early stages.
- C. keep their ability to communicate at all stages.
- D. get better even when they have progressed dementia.

6.4. The tea dances for the people with dementia take place ...

- A. only at the Berlin's Alzheimer's Society premises.
- B. in many places in Germany.
- C. very regularly, usually every week.
- D. normally at Old People's Homes, but sometimes at cafes.

6.5. Visitors to Dance Café Wilhelmine ...

- A. often tell detailed stories about their past lives.
- B. occasionally give some information about the past.
- C. often remember their trip to the tea dance.
- D. usually recognize photos of themselves dancing.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 7. (3 pkt)

Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w luki 7.1. – 7.3. litery, którymi oznaczono brakujące zdania (A – E), tak, aby otrzymać logiczny i spójny tekst.

Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

MYSTERY OF THE ‘BLUE DOGS OF MUMBAI’ SOLVED

Pollution gave the dogs their unusual colour. The mystery of the ‘blue dogs of Mumbai’ has been solved. An investigation by the city authorities confirmed what had been suspected by locals for some time – the dogs’ hair was dyed by industrial waste. A manufacturing factory has been shut down. **7.1.** Among other chemicals, high levels of chloride were found in the water. The dogs are known to often swim in the river, which is how they are thought to have got their bold new style. Locals who saw the change in the animals complained to city authorities. **7.2.** “It was shocking to see how the dogs’ white fur had turned completely blue,” local animal rights campaigner Arati Chauhan told the *Hindustan Times* last week. Some dye was washed off the dogs. **7.3.** It is unknown if other animals were affected by the pollution.

Adapted from <http://www.independent.co.uk/news/world/asia/blue-dogs-mumbai-mystery-solved-pollution-india-a7907566.html> Accessed 23. 08. 2017

- A. They were not willing to do anything.**
- B. It was accused of illegally dumping chemical waste into a heavily industrialised area of the Kasadi River.**
- C. They were not harmed in any other way.**
- D. They launched an investigation.**
- E. It was widely known that the factory used dogs to watch the buildings at night.**

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Zadanie 8. (5pkt)

Przeczytaj tekst. Uzupełnij luki 8.1.-8.5. wybierając z trzech podanych odpowiedzi jedną, właściwą, tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B lub C.

Most scientists agree that comets and asteroids pose the biggest natural threat to human existence. It was probably a large asteroid or comet colliding with Earth which wiped out the dinosaurs about 65 million years ago. **8.1.** enormous object, 10 to 16 km in diameter, struck the Yucatan region of Mexico with the force of 100 megatons. That is the equivalent of one Hiroshima bomb for every person **8.2.** on Earth today.

Many scientists, including Stephen Hawking, say that any comet or asteroid greater than 20 km in diameter that hits Earth **8.3.** in the complete destruction of complex life, including all animals and most plants. As we have seen, even a much smaller asteroid can cause great damage.

The Earth **8.4.** fairly safe for the last 65 million years by good fortune and the massive gravitational field of the planet Jupiter. Our cosmic guardian, with its stable circular orbit far from the sun, sweeps and scatters away most of the dangerous comets and asteroids which might cross Earth's orbit. After the Chelyabinsk meteorite, scientists **8.5.** potential hazards even more carefully but as far as they know, there is no danger in the foreseeable future.

Adapted from <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/end-life-earth> Accessed 6. 10. 2017

8.1.

- A. -
- B. The
- C. An

8.2.

- A. live
- B. alive
- C. life

8.3.

- A. would be resulting
- B. will result
- C. results

8.4.

- A. has been kept
- B. was kept
- C. was keeping

8.5.

- A. now monitor
- B. will now monitoring
- C. are now monitoring

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (5pkt)

W zdaniach 9.1. – 9.5. spośród podanych odpowiedzi (A – C) wybierz tę, która jest zgodna z treścią podanego powyżej zdania. Zakreśl literę A, B lub C.

9.1. She has had her room painted dark blue.

- A. She has painted her room dark blue herself.
- B. She has paid someone to paint her room dark blue.
- C. Her room was dark blue, but now it is not.

9.2. He wanted to know if you played football well.

- A. He asked: "Did you play football well?"
- B. He asked: "If you play football well?"
- C. He asked: "Do you play football well?"

9.3. She will never buy this house unless she borrows money from the bank.

- A. She will buy the house if the bank lends her money.
- B. She will not buy the house if the bank lends her money.
- C. She will buy the house if the bank doesn't lend her money.

9.4. She became a nurse in 1995 and worked till 2010. Then she changed her job.

- A. She was working as a nurse for 15 years before she changed her job.
- B. She had been working as a nurse for 15 years before she changed her job.
- C. She has been working as a nurse for 15 years before she changed her job.

9.5. Can you give me a hand?

- A. I want to marry you.
- B. I want to shake your hand.
- C. I want you to help me.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

WYPOWIEDŹ PISEMNA

Zadanie 10. (10 pkt)

Uczestniczyłaś(-eś) w otwarciu pijalni soków w Twojej miejscowości. Podziel się wrażeniami na swoim blogu.

- Napisz, skąd dowiedziałaś(-eś) się o tym wydarzeniu i z kim tam poszłaś/poszedłeś.
- Wyraż opinię na temat wystroju nowego lokalu.
- Przedstaw przebieg wydarzenia.
- Zachęć czytelników Twojego bloga do spożywania zdrowej żywności i uzasadnij, dlaczego warto to robić.

*Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić **od 80 do 130 słów** (nie licząc słów w zdaniach, które są podane). Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).*

CZYSTOPIŚ

Hi everyone! At last it is here in our town – a juice café!

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12

BRUDNOPIS (*nie podlega ocenie*)

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KARTA ODPOWIEDZI

WYPEŁNIA ZDAJĄCY

Zad.1	T	F
1.1.	<input type="checkbox"/>	<input type="checkbox"/>
1.2.	<input type="checkbox"/>	<input type="checkbox"/>
1.3.	<input type="checkbox"/>	<input type="checkbox"/>
1.4.	<input type="checkbox"/>	<input type="checkbox"/>
1.5.	<input type="checkbox"/>	<input type="checkbox"/>

Zad.2	A	B	C	D	E
2.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.3	A	B	C
3.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.4	A	B	C	D	E	F
4.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.5	A	B	C
5.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.6	A	B	C	D
6.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.7	A	B	C	D	E
7.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.8	A	B	C
8.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zad.9	A	B	C
9.1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WYPEŁNIA EGZAMINATOR

ZADANIE 10					
Punkty		0	1	2	3 4
Treść		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spójność i logika		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Zakres środków językowych		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Poprawność środków językowych		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SUMA PUNKTÓW

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