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|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| WPISUJE ZDAJĄCY | | | | | | | | | | | |
| KOD | PESEL | | | | | | | | | | |
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*Miejsce
na naklejkę
z kodem*

dysleksja

**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO**

POZIOM PODSTAWOWY

MAJ 2014

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 13 stron (zadania 1 – 8). 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 tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
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.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

**Czas pracy:
120 minut**

**Liczba punktów
do uzyskania: 50**



MJA-P1_1P-142

ROZUMIENIE SŁUCHANEGO TEKSTU**Zadanie 1. (5 pkt)**

Usłyszysz dwukrotnie wypowiedź na temat pewnego gadżetu. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które nie (F – False).

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

| | | T | F |
|------|---|---|---|
| 1.1. | The new gadget will help dog owners to stop their pets from barking. | | |
| 1.2. | The gadget works best with adult dogs. | | |
| 1.3. | Dog owners <u>don't</u> have to hold a microphone in front of their dogs. | | |
| 1.4. | The gadget is sold in a few language versions. | | |
| 1.5. | The speaker explains why people want to understand their pets' emotions. | | |

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**Zadanie 2. (5 pkt)**

Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat ich doświadczeń związanych z wynajmowaniem mieszkania. Do każdej osoby (2.1.–2.5.) dopasuj zdanie podsumowujące jej wypowiedź (A–F). Wpisz rozwiązania do tabeli. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

What is the speaker's opinion about renting a flat?

- A. It involved too much housework.
- B. It discouraged me from having flatmates.
- C. It gave me a lot of freedom.
- D. It taught me not to trust people.
- E. It cost too much money and effort.
- F. It made me more sociable.

| 2.1. | 2.2. | 2.3. | 2.4. | 2.5. |
|------|------|------|------|------|
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PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 3. (5 pkt)

Usłyszysz dwukrotnie wywiad z niepełnosprawnym alpinistą. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

3.1. Jeff's interest in climbing started after he

- A. got married to Emily.
- B. became a university student.
- C. watched a film about Mount Everest.

3.2. How is Jeff preparing for his Everest challenge?

- A. He is on a special diet.
- B. He is trying to lose weight.
- C. He works out in the gym on weekdays.

3.3. Jeff decided to climb Mount Everest because he wants to

- A. get money from sponsors.
- B. make his wife proud.
- C. see if he can do it.

3.4. During Jeff's climb,

- A. somebody will help him with his belongings.
- B. he will need some medical equipment.
- C. a special backpack will be necessary.

3.5. The interview presents Jeff as a person who is

- A. determined to succeed.
- B. fond of helping others.
- C. worried about his popularity.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU**Zadanie 4. (7 pkt)**

Przeczytaj tekst. Dobierz właściwy nagłówek (A–H) do każdego fragmentu tekstu (4.1.–4.7.). Wpisz odpowiednią literę w każdą kratkę. **Uwaga:** jeden nagłówek został podany dodatkowo i nie pasuje do żadnego fragmentu tekstu. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. A JOURNEY TO FIND MR DARCY
- B. DIFFERENT TIMES, DIFFERENT READERS
- C. THE AUTHOR'S HOUSE
- D. MIXED REACTIONS
- E. THE CHARACTERS' NEW ADVENTURES
- F. MR DARCY'S ESCAPE
- G. PLACES WHERE THE FILM WAS MADE
- H. A STAR IS BORN

THE BEST-SELLING STORY

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| 4.1. | |
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Jane Austen's novel, *Pride and Prejudice*, was published in 1813. The author sold the copyright for £110. When it was published, the novel was read mostly by men from high society, but nowadays it is popular mainly among women, of all age groups and backgrounds. The book has inspired many different adaptations.

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| 4.2. | |
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In 1995, the BBC made a six-episode series based on the novel. The role of Mr Darcy was played by Colin Firth. It made the character of Mr Darcy and the actor himself extremely popular. The film was watched by about 10 million people. Even today, some people watch the film just to see Colin Firth in it. The scene where he walks in a wet shirt is still remembered by many fans.

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| 4.3. | |
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It was hard for screenwriter Deborah Moggach to beat the 1995 adaptation and provoke such strong emotions. In her 2005 version, stars like Keira Knightley and Donald Sutherland were the main attraction. Many people also liked the outdoor scenes made in beautiful countryside. Yet some viewers said the film didn't manage to deal with the complexity of the book.

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| 4.4. | |
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A few years ago P. D. James wrote a crime thriller in which Jane Austen's story continues. After Mr Darcy marries Elizabeth, they lead a happy life at Mr Darcy's country house at Pemberley. After six years, Elizabeth's sister arrives with the news that her husband has been murdered, and the reader joins Elizabeth and Mr Darcy in the search for the killer.

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| 4.5. | |
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In 2013, Stephenie Meyer produced a film based on Shannon Hale's bestseller *Austenland*. It follows a thirty-year-old woman who carries a life-size paper doll of Mr Darcy. She is so obsessed with the BBC adaptation that she travels to a Jane Austen theme park in search of that perfect gentleman.

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| 4.6. | |
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One place that has benefited from the 'Pride and Prejudice effect' is a 17th-century building in Hampshire. The writer lived there for the last eight years of her life. Now it is a popular museum. The number of visitors from various countries doubled after the 1995 BBC series.

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| 4.7. | |
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You can also join a *Pride and Prejudice* walking tour in the Peak District, where some scenes were shot, ride through the film-sets dressed as your favourite character, see Elizabeth's room, or make a four-day luxury Austen excursion. Trips that recreate the experience can cost over £1,000 a day.

adapted from www.independent.co.uk

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (6 pkt)

Przeczytaj tekst. Zaznacz znakiem X, które zdania są zgodne z treścią tekstu (T – True), a które nie (F – False).

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

A MEETING

The bay was quiet and there was no one else there. I changed into my swimsuit very quickly. Then I crossed the hot, white sand. The blue-green water felt pleasantly cool and silky when I swam gently along the shore. Then I turned and floated lazily on my back, with my eyes closed against the bright sun. There was no cloud in the sky. I felt so carefree and relaxed.

Suddenly, I felt something cold swim past my leg. I looked around wildly to see what it was. I saw something coming back towards me. “Sharks!” I thought. I was terrified. I didn’t wait, but swam madly towards the rocks on the beach. When I reached them, I managed to pull myself up and climb out of the water. Then I turned to look again. It wasn’t a shark. It was a dolphin. He lay quietly in the water exactly where I was swimming and looked at me with his bright eyes. I watched him in delight.

But as I was about to go back into the water to join him, I heard a strange sound. Something flew past my ear and hit the water in front of the dolphin. It happened again. And I suddenly realized what was happening. These were bullets – someone was shooting at the dolphin. The shots were coming from the woods above the bay, and I shouted as loud as I could, “Stop that shooting!” I jumped into the water and swam quickly into the sunlight. I hoped that my rough movements, beating the waves and screaming would frighten the dolphin and that he would swim away from the danger. It did frighten him. He went under the water and disappeared.

I was very angry. I turned to look up at the cliffs. There was a big house there and a man standing in front of it. He was watching me. Quickly I picked up my things and started to run up towards the house. “Leave immediately,” the man shouted. “This is private property. You have no right to be here.”

When I got to the top of the cliff, he stopped me. I wasted no words. “Why were you shooting at the dolphin?” I asked.

He looked confused and puzzled. “What are you talking about?” he wanted to know.

“Don’t pretend that you don’t know. I saw you.”

“I certainly saw a dolphin,” he admitted, “but I wasn’t shooting. I heard nothing. Anyway, why would anybody want to shoot a dolphin?” he asked.

“I’m asking you,” I said. I looked at him and I said nothing more. I ran past the house and decided to contact the police as soon as I got to town.

adapted from This Rough Magic, Mary Stewart, retold by Diane Mowat, OUP 2000

| | | T | F |
|-------------|--|----------|----------|
| 5.1. | The water in the sea was too cold for the girl. | | |
| 5.2. | The girl got frightened when she was in the water. | | |
| 5.3. | The girl managed to make the dolphin swim away. | | |
| 5.4. | The man was angry that the girl had entered his house. | | |
| 5.5. | The girl accused the man of shooting at the dolphin. | | |
| 5.6. | The girl told the man she would call the police. | | |

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (7 pkt)

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

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

THE CURTAIN

London guidebooks will soon add a new place to their list of tourist attractions. The remains of an Elizabethan¹ theatre called *The Curtain*, recently discovered in East London, will be of special value to Shakespeare lovers. It is probably the place where Shakespeare's famous play, *Romeo and Juliet*, was performed for the first time. Just like other theatres in Shakespeare's times *The Curtain* was probably a round building with a big yard in front of the stage. Most of the audience stood there. There was also a wooden gallery around the yard with seats for people who could pay more. Another interesting feature is that the building had no roof.

The Curtain was constructed in 1577, earlier than the most famous Elizabethan theatre *The Globe*. Plays were performed in *The Curtain* until the 1620s. Then it closed down. Many people think that stage curtains were an inspiration for its name but it's not true. In fact, the theatre took its name from one of the streets in the area.

Shakespeare and his acting group played in *The Curtain* for about two years. However, they did not like it very much. The audience that came to *The Curtain* were more interested in watching amusing performances with sword fights and acrobats than watching Shakespeare's plays about unhappy lovers or cruel kings. Because his plays were not as popular as he had hoped, Shakespeare and his players left *The Curtain* in 1599, when *The Globe* finally opened across the river.

The discovery of *The Curtain* was made after developers decided to build new offices and residential buildings in that part of London. Architects created an interesting project but according to British law, before builders can start any construction, the area must be carefully examined by archaeologists. And so it was in this case. The remains were discovered by a small team from the Museum of London Archaeology. So far they have uncovered only a small part of the old walls and the yard, but they hope that much more of the original theatre is still there. Unfortunately, after so many centuries, there is no chance of finding wooden structures in good condition or pages of Shakespeare's plays. They are lost forever. However, the museum experts are optimistic that they will find some items from the Elizabethan era, for example special pottery boxes, similar to modern piggy banks, in which people put coins when they entered the theatre. There were no tickets at the time, people just paid in cash: one penny for a standing place in the yard, and another one if they wanted a seat in the gallery.

New flats and office buildings are soon going to be built, so the theatre won't be reconstructed and we won't see modern plays performed there. There was a suggestion to move the remains to some other location, but the idea was rejected. The plan to make *The Curtain* part of a shopping centre was not accepted, either. However, the area will be open to the public and tourists will be able to see the remains and read information about the site. The building company believes that the discovery will make this part of London more attractive for future buyers and investors. Theatre specialists, on the other hand, hope to attract more tourists to Shakespeare's plays.

adapted from www.news.sky.com; www.guardian.co.uk

¹Elizabethan – from the period when Elizabeth I was Queen of England.

6.1. In the first paragraph, we learn

- A. which Shakespeare's play was recently discovered.
- B. how much people paid for watching a play.
- C. why Elizabethan theatres had no roof.
- D. where a certain discovery was made.

6.2. Which sentence is TRUE about *The Curtain*?

- A. It had an unusual stage curtain.
- B. It was built before *The Globe*.
- C. It changed its name in the 1620s.
- D. It was an inspiration for the name of a street.

6.3. The author suggests that Shakespeare's group left *The Curtain* because

- A. the acrobats in the theatre were not professional enough.
- B. the owner decided to close the theatre down.
- C. the theatre's audience preferred less serious entertainment.
- D. they were unexpectedly asked to leave.

6.4. Who discovered the remains of *The Curtain*?

- A. builders
- B. architects
- C. developers
- D. archaeologists

6.5. The team that discovered the remains expect to find

- A. pages of Shakespeare's works.
- B. objects used to collect money.
- C. a ticket from Elizabethan times.
- D. a wooden gallery in good condition.

6.6. The remains of *The Curtain* will be

- A. left for people to visit.
- B. moved to another place.
- C. used to stage modern plays.
- D. made part of a shopping centre.

6.7. The text is about

- A. an important archaeological find.
- B. a guidebook about Elizabethan London.
- C. a discovery made in Shakespeare's times.
- D. a successful reconstruction of an old theatre.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

WYPOWIEDŹ PISEMNA**Zadanie 7. (5 pkt)**

Jesteś na kursie językowym za granicą. Napisz wiadomość do kolegi, z którym chodzisz na zajęcia.

- Poinformuj go o spotkaniu Waszej grupy po zajęciach.
- Powiedz, jaki będzie temat spotkania.
- Wyjaśnij, dlaczego powinien ze sobą zabrać laptop.
- Zaproponuj wspólny powrót po spotkaniu.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów. Oceniana jest umiejętność przekazania wszystkich informacji (4 punkty) oraz poprawność językowa (1 punkt).

CZYSTOPIS

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| Liczba wyrazów w KFU | |
| Liczba błędów | |
| Procent błędów | |

| | TREŚĆ | | | | POPRAWNOŚĆ JĘZYKOWA | RAZEM |
|----------------|--------|--------|--------|--------|------------------------|-------|
| | Inf. 1 | Inf. 2 | Inf. 3 | Inf. 4 | | |
| Liczba punktów | 0-1 | 0-1 | 0-1 | 0-1 | 0-1 | |

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| Liczba wyrazów w DFU | |
| Liczba błędów | |
| Procent błędów | |

| | TREŚĆ | | | | FORMA | BOGACTWO JĘZYKOWE | POPRAWNOŚĆ JĘZYKOWA | RAZEM |
|----------------|---------|---------|---------|---------|-------|-------------------|---------------------|-------|
| | Inf. 1 | Inf. 2 | Inf. 3 | Inf. 4 | | | | |
| Liczba punktów | 0-0,5-1 | 0-0,5-1 | 0-0,5-1 | 0-0,5-1 | 0-1-2 | 0-1-2 | 0-1-2 | |

BRUDNOPIS (*nie podlega ocenie*)



PESEL

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| Zad.1 | T | F |
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| 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"/> |

MJA-P1_1P-142

**WYPEŁNIA
ZDAJĄCY**

Miejsce na naklejkę
z nr. PESEL

| Zad.2 | A | B | C | D | E | F |
|-------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2.1 | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| 2.3 | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> | <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"/> |

| Zad.4 | A | B | C | D | E | F | G | H |
|-------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4.1 | <input type="checkbox"/> | <input type="checkbox"/> | <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"/> | <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"/> | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Zad.5 | T | F |
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| 5.1 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.4 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.6 | <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"/> |
| 6.6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.7 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**WYPEŁNIA
EGZAMINATOR**

ZADANIE 7

| Punkty | | 0 | 1 |
|-----------------------|--------|--------------------------|--------------------------|
| T R E Ś Ć | Inf. 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| | Inf. 2 | <input type="checkbox"/> | <input type="checkbox"/> |
| | Inf. 3 | <input type="checkbox"/> | <input type="checkbox"/> |
| | Inf. 4 | <input type="checkbox"/> | <input type="checkbox"/> |
| Poprawność | | <input type="checkbox"/> | <input type="checkbox"/> |

ZADANIE 8

| Punkty | | 0 | 0,5 | 1 |
|-----------------------|--------|--------------------------|--------------------------|--------------------------|
| T R E Ś Ć | Inf. 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Inf. 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Inf. 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Inf. 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Punkty | | 0 | 1 | 2 |
| Forma | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bogactwo | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Poprawność | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SUMA PUNKTÓW

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KOD EGZAMINATORA

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Czytelny podpis egzaminatora

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KOD ZDAJĄCEGO