**Zadanie 4. (0–4)**
**Przeczytaj tekst, który został podzielony na trzy części (A–C) oraz pytania go dotyczące (4.1.– 4.4.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.**
**Uwaga: jedna część tekstu pasuje do dwóch pytań.**

| In which paragraph does the author | | |
|---|---|---|
| **4.1.** | mention the ways an individual can tackle the problem of water shortage? | |
| **4.2.** | give examples of activities some people are unable to undertake? | |
| **4.3.** | propose how the efficiency in using water can be increased? | |
| **4.4.** | give scientific data concerning the human body? | |

## WATER = LIFE

**A.** Water is vital. Between 55 and 60 per cent of the adult body is made of it and every living cell needs it to keep functioning. In normal conditions, the human body can only survive three or four days without water. We need it to stay alive, yet there are billions of people all over the world who do not have access to safe drinking water. Clean drinking water is fundamental. But it is also vital for sanitation and hygiene. It is estimated that more than 700 children under the age of seven die every day from illnesses linked to unsafe water and poor sanitation.

B. However, there are still at least 2.1 billion people around the world who live without safe water in their homes. Apart from the obvious health issues, a lack of accessible clean water means that people – often women and children – spend hours every day walking to and from distant water supplies. This means they don't have time to dedicate themselves to work, studies and domestic duties. Instead, the search for water becomes their main occupation. And people who are not able to walk to get their own water are particularly vulnerable.

C. There are many charities working on creating sustainable supplies of clean water at a grassroots level for different communities around the world. But the fundamental problem of the increasing demand for this limited resource can only be addressed by more efficient use of water, especially in industry and agriculture. Waste-water recycling, capturing rainwater, more efficient irrigation techniques and reforestation are all examples of how water can be used more efficiently. And what we can do to help is support charities, raise awareness and, of course, be careful with how we use water in our own lives.

*adapted from https://learnenglish.britishcouncil.org*

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**Zadanie 5. (0–4)**
**Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w luki 5.1.–5.4. litery, którymi oznaczono brakujące fragmenty (A–E), tak aby otrzymać logiczny i spójny tekst.**
**Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.**

## MOTIVATION

So, we think we know how to motivate people, right? Offer them a reward. Do this and you'll get that. Do this faster, earn more money. Do this better than everyone else, here's a promotion. **5.1.** _____ Tidy your room and you can watch TV. But when social psychologists test whether incentives work, they get surprising results. In one experiment the scientists set people a problem to solve and told them they were going to time them to see how long they took. Then they put them in two groups. **5.2.** _____ The ones with the reward solved the problem faster, you'd think, right? Well, no, they actually took three and a half minutes longer than the group who just thought they were being timed. The incentive didn't work. In fact, it made the people slower. This experiment has been repeated, with the same results, many times. But in business we still offer bonuses, promotions and rewards to staff. **5.3.** _____ But if we want someone to do something complex and creative, rewards don't work. They might even have the opposite result, and make people perform worse. So what does work? **5.4.** _____ Fine. Just do the job well. And evidence shows people who choose the way they work get results. Moreover, companies that give employees time during the week to work on things that interest them and are not part of their regular job achieve amazing results.
*adapted from https://learnenglish.britishcouncil.org*

**A.** They offered one group a reward for finishing fast and to the other group they offered no incentive, but they told them they were going to use their times to calculate an average time.

**B.** Giving the workers freedom to choose when, where and how they work. Want to work from home three days a week, get up late and work into the night instead?

**C.** So, we offer incentives when we want people to do things. We do it at work, at school, even at home with our kids.

**D.** The results were not as surprising as they thought – getting a reward improved the time in which the group solved the problem and the second group did significantly worse.

**E.** However, it will only work if we want them to do something simple, like chop wood. We'll pay you more if you chop the wood faster. An incentive works then.

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**Zadanie 6. (0–5)**
**Przeczytaj dwa teksty związane ze sztuką. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.**

**Tekst 1.**

## THINGS HAPPEN IN A GALLERY

Pat arrived at the gallery early the next morning to find that the postman had already delivered post and there was a letter on the floor. She opened it and saw that it was an invitation to an opening at a gallery further down the street. They were always getting this sort of thing, and it struck her as depressing that there was a lot of this business in the city: one gallery sells its works to another, round and round in a circle, each producing just a slight profit. Eventually, a genuine customer would have to buy a picture, but where were they? Nobody seemed to notice them and the only person who had shown the slightest interest in buying something in her gallery this week had been determined to obtain a bargain.

She was holding the gallery invitation and was about to sit at her desk, when she stopped. Usually, when she came in in the morning, she would hear the alarm beeping signal and have to key in the security number to stop it. This had not happened this morning, or had it? It was perfectly possible to go through the motions of a familiar action and not remember that one had done it. Pat tried to remember who had been last to leave the gallery last night. Matthew had gone off to meet his father shortly after four and she had stayed at work until five. Then she recalled activating the alarm before locking the gallery door. She glanced towards the control box, across the semi-darkened gallery. Two small red lights blinked regular pulses back at her. That was strange. Normally, when she came in a single red light flashed. She knew that the two blinking red lights indicated that the alarm was inactive. But who turned it off? Pat looked about her to spot someone who might have arrived at the gallery before her but there was nobody there. She suddenly felt uneasy when she saw that the door in the corridor that led to Matthew's office was open.

Now she felt frightened and ran across the room to switch on the lights. Not all the lights went on but the spotlights worked. Relieved that nothing was missing, she found the courage to enter Matthew's office. Inside she saw that the burglar had managed to raise the lower panel of the back window about eighteen inches. The glass was not smashed, but the catch had been forced and there were bits of wood on the floor – she saw those immediately. She walked back to Matthew's desk, picked up the telephone and dialed the emergency code.

*adapted from 44 Scotland Street by Alexander McCall Smith*

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**6.1. The invitation Pat picked up made her reflect on**

**A.** business matters connected with art galleries.
**B.** customers' different motivations for buying art.
**C.** a profitable business that went bankrupt.
**D.** the reasons for other galleries' success.

**6.2. When Pat arrived at the gallery, she**

**A.** noticed that the alarm was beeping despite being inactive.
**B.** discovered that she had not set the alarm the previous evening.
**C.** realized that somebody must have deactivated the alarm.
**D.** recalled Matthew being the last one to leave the gallery the night before.

**6.3. What made Pat dial the emergency number?**

**A.** One of the paintings in the gallery had disappeared.
**B.** She noticed shattered glass on the floor.
**C.** Somebody had cut off the electricity in the building.
**D.** She spotted some traces of a burglary.

**Tekst 2**

## HOW LONG DOES IT TAKE TO APPRECIATE ART?

There are many answers to this question. As long as you like, is one. Longer than you think, is another. Everyone has their own opinion about it. Kenneth Clark, famous for the BBC documentary series Civilisation, has his own theory. He claims that the time it takes to look at a picture properly is roughly the time it takes to peel and eat an orange.

There is some evidence of what most people actually do in practice. In summary, if museumgoers are eating oranges, they're eating them really fast. The Louvre found that although an art lover can spend much more than 30 minutes in front of the Mona Lisa, an ordinary visitor looks at it for about 15 seconds. New York's Metropolitan Museum of Art found that on average people look at each work for 29.5 seconds. Another study, conducted by Rutgers University, found that the average time spent on each work of art was 17 seconds. On the universal fruit-attention scale, this is less than dealing with an orange but a little more than the time taken to eat a grape.

There's another point, too: it's not just a question of how long we look at a painting, but of the quality of that attention. This is, of course, much harder to quantify. But there's a profound belief that over the past decade this has changed for the worse.

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It is technology that mainly gets the blame. The rise of social networks and the smartphone have allegedly made us fatally incapable of concentration. Nowadays we are more interested in telling people what we are doing than doing it. So, we share our dinner with others on the Internet, instead of with our date. Our novels go unfinished as we flip through 140-character tweets. And when we go to a gallery, we don't look at the art: we take a selfie with it. Even if art leaves you cold, this argument matters, because if it is true, then so is the broader claim that the 21st century is leaving us incapable of deep engagement with anything. adapted from https://www.independent.co.uk

**6.4. Which of the following is stated in the text as a fact, not an opinion?**

**A.** The time people need to appreciate a work of art has shortened over the years.
**B.** The quality of attention given to art has fallen over the past decade.
**C.** It takes as much time to appreciate a work of art as it does to peel and eat an orange.
**D.** Museum visitors tend to spend less than half a minute looking at a painting.

**6.5. In the last paragraph the author argues that**

**A.** museums should make use of modern technologies more often.
**B.** modern technology has deeply impacted our attention span.
**C.** modern technology has made it easier for us to interact with art.
**D.** the influence of modern technology on museum-goers is exaggerated.

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