OPERON
Edukacja jest podróżą

Arkusz zawiera informacje prawnie chronione do momentu rozpoczęcia egzaminu.

WYPEŁNIA ZDAJĄCY

KOD | **PESEL**

EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

POZIOM ROZSZERZONY

Próbna Matura z Operonem i British Council 2023/2024

TERMIN: **23 listopada 2023 r.**

Czas pracy: **150 minut**

LICZBA PUNKTÓW DO UZYSKANIA: **60**

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia zdającego do:

☐ nieprzenoszenia zaznaczeń na kartę

☐ dostosowania zasad oceniania.

Więcej arkuszy znajdziesz na stronie: arkusze.pl

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 13 stron (zadania 1.–10.). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Teksty do zadań od 1. do 3. zostaną odtworzone z płyty 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 swoją datę urodzenia i 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.
9. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.

Arkusz opracowany przez Wydawnictwo Pedagogiczne OPERON. Arkusze Próbnej Matury z j. angielskiego były dodatkowo konsultowane przez ekspertów British Council, patrona merytorycznego akcji.
Kopiowanie w całości lub we fragmentach bez zgody wydawcy zabronione.

LIVEWORKSHEETS

1.
0–1–2
3–4
5–6

Zadanie 1. (0–6)

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

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

Tekst 1.

1.1. The speaker

A. reflects on his cherished joyful Christmas memories.
B. describes gifts which failed to align with his needs.
C. explores his evolving preferences over the years.

Tekst 2.

1.2. From the dialogue we can infer that the boy

A. is annoyed with the girl's clumsy bike accident.
B. feels indifferent and uninterested in the girl's selfie-taking habits.
C. has a desire to savour the moment without constant documentation.

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. What was the result of Mr. Johnson's visit to the doctor?

A. The doctor advised medication but Mr. Johnson opted to prioritize exercise instead.
B. The doctor warned him that playing tennis is out of the question in his age.
C. The doctor managed to convince him to start taking certain medication.
D. The doctor suggested playing tennis as a form of exercise.

1.4. According to what Mr. Johnson said, which of the benefits of exercising does NOT apply to him?

A. improvement in blood pressure
B. forming friendships
C. social interaction
D. stress relief

1.5. After about a decade of playing tennis

A. Mr. Johnson met a retired tennis professional.
B. Mr. Johnson had a five year break in playing tennis.
C. Mr. Johnson began to be invited to play by superior tennis partners.
D. Mr. Johnson started giving professional tennis advice to other players.

1.6. Which sentence sums up the interview?

A. UNLEASHING THE TENNIS TALENT: AN EXTRAORDINARY CHILDHOOD STORY
B. FITNESS REVELATION: A JOURNEY FROM MEDICATION TO TENNIS
C. INSPIRING JOURNEY: STAYING FIT THROUGH TENNIS AS WE AGE
D. FROM AMATEUR TO TOURNAMENT CHAMPION

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LIVEWORKSHEETS

Zadanie 2. (0–5)

2.
0–1–2
3–4–5

Usłyszysz dwukrotnie pięć wypowiedzi na temat deserów. 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 mentions

A. the originator of the dessert.
B. the athletic event linked to the dessert.
C. a place where the dessert is no longer served.
D. a region where the main ingredient of the dessert comes from.
E. a renowned figure who took great delight in the dessert.
F. a festive family occasion during which the dessert is consumed.

2.1.	2.2.	2.3.	2.4.	2.5.

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

Zadanie 3. (0–4)

3.
0–1–2
3–4

Usłyszysz dwukrotnie wypowiedź na temat psów. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

TIPS FOR FIRST-TIME DOG OWNERS

Before you bring a new dog home:

- First of all, you need to **3.1.** _____
- Next, you need to prepare a suitable space for the dog.
- Lastly, gather the entire family and discuss the **3.2.** _____

_____

You should spend **3.3.** _____ with your dog when you first bring it home.

Finally, remember to **3.4.** _____ – either by yourself or with the guidance of a professional.

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LIVEWORKSHEETS

4.
0–1–2
3–4–5

Zadanie 4. (0–5)

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 z części tekstu znajdują się odpowiedzi na dwa pytania.

	In which paragraph does the author	Answer
4.1.	bring up an accessory necessary for fully experiencing "Sleep No More"?	
4.2.	describe the potential behaviour of the actors?	
4.3.	mention the inspiration for the "Sleep No More" experience?	
4.4.	point to the exact location of the "Sleep No More" experience?	
4.5.	hint at the popularity of the "Sleep No More" experience?	

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SLEEP NO MORE

A. Step into a world where reality blurs with fiction, where the lines between audience and performer fade away. Welcome to "Sleep No More," an extraordinary theatrical experience that unfolds within the walls of The McKittrick Hotel in the heart of Chelsea, New York City. Created by British theater company Punchdrunk, the production is loosely based on Shakespeare's "Macbeth". However, it presents a unique twist to the traditional theatre format because The McKittrick Hotel, a five-story building, has been transformed into an atmospheric environment where the audience becomes part of the story.

B. The narrative of "Sleep No More" unfolds in a non-linear manner, with multiple storylines happening at the same time in different rooms and spaces within the hotel. Audience members are encouraged to wander through the intricately designed sets, including eerie bedrooms, spooky corridors, and atmospheric ballrooms. Guests are given masks to wear throughout the performance, which adds to the anonymity and allows them to explore the space freely without inhibition.

C. The sets are filled with detailed props and interactive elements. The performers, who are also masked, move throughout the space, enacting scenes and engaging with the audience through expressive gestures rather than dialogue. This allows the audience to interpret the story through their own perspectives and choose which characters or storylines to follow. One of the intriguing aspects of "Sleep No More" is the freedom for audience members to explore at their own pace. It's not uncommon to find yourself alone in a room or stumbling upon an intimate scene between characters.

D. The experience can be intense, mysterious, and at times, unsettling. The combination of atmospheric design, haunting music, intricate choreography, and the element of surprise creates a unique and immersive theatrical experience. "Sleep No More" challenges traditional notions of storytelling and engages the audience on a deeply emotional level. "Sleep No More" often sells out quickly, and tickets should be purchased well in advance. The experience typically lasts about three hours, allowing ample time for the exploration of this magical world.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

LIVEWORKSHEETS

Zadanie 5. (0–5)

5.
0–1–2
3–4–5

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

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

ME AND MY BRAIN

We all know that significant changes occur in our bodies during adolescence, but have you ever stopped to wonder what's actually going on inside our brains during this time?

To paint a clearer picture, we should first familiarise ourselves with the different parts of the brain. Did you know, for instance, that our brains are made up of around 100 billion nerve cells called neurons? And stemming from those neurons are several branch-like structures for sending and receiving signals? Every time we do or think anything, a signal is transmitted. **5.1.** ____. In this way, messages are sent across our neural network.

Our brain structure changes dramatically as we grow up. New-borns have almost all their neurons but few connections between them, which is why they can't do very much. **5.2.** ____. But despite earlier myths that most brain development is completed in the first few years, we know now that our brains continue to develop throughout our lives and perhaps the most dramatic time of change and development is during puberty.

During this period of reorganisation, the brain witnesses a sudden increase in neurons not dissimilar to a plant growing uncontrollably in spring. **5.3.** ____. So, the more frequently an action or thought is activated, the stronger the connections become between the neurons, which in turn strengthens the part of the brain being used. **5.4.**____. In fact, it would seem that the teenage brain provides optimum conditions for perfecting skills such as playing a musical instrument, speaking another language or learning a complex computer game. It could therefore be argued that teenagers determine the development of their own brains through the activities and experiences they engage in.

It may also be unsurprising to many to learn that the last part of the adolescent brain to develop is the frontal cortex, responsible for self-control, problem solving and decision making. **5.5.** ____. So perhaps unpredictable, risk-taking teenage behaviour, often put down to hormones, may actually have more to do with what's going on inside our brain.

Na podstawie: *Me and my brain*, British Council, https://link.operon.pl/sw (dostęp: 07.09.2023 r.).

A. After a few months, however, the number of connections explodes, which in turn helps tiny tots master a whole range of new skills such as walking and talking.

B. Consequently, long before teens become adept at rational, abstract thinking and logical decision making, they rely on the emotional centre of the brain to make choices and think.

C. The signal travels down a long structure called the axon and, at the end, it passes across tiny gaps called synapses to the dendrites of another neuron, which receive it.

D. That's why, a teenager's brain isn't able to transmit the signal between two neurons correctly.

E. This explains why the more you do something, the better you become at it, reinforcing the old saying 'practice makes perfect'.

F. Just as we prune a plant to make it stronger and healthier, we prune our brains. The connections that are used become stronger, whereas those which aren't used wither and die.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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LIVEWORKSHEETS

6.
0–1–2
3–4–5
6–7–8

Zadanie 6. (0–8)

Przeczytaj dwa teksty dotyczące pociągów. Wykonaj zadania 6.1.–6.8. zgodnie z poleceniami.

Tekst 1.

THE MYSTERY TRAIN

'The ghost train is for kids!' said Claire. 'You guys go on it if you want, but I'm not paying for a kids' ride.' 'People look pretty scared when they come out,' said Peter, trying to pull her towards the ticket office in front of The World's Scariest Ghost Train. 'Come on, it'll be fun!' 'They're pretending to be scared,' said Claire. 'They know it's not real, so what's there to be scared of?'

'OK, your loss,' Peter called over his shoulder as he went off to buy a ticket for himself and the rest of their friends.

Maybe it was time to go home anyway, Claire thought. It wasn't very dark yet, and she could see the dust kick up under her sandals as she stepped off the dirt and onto the track. Each wooden sleeper was just the right distance apart so she could step from one to another comfortably. Of course, Claire knew better than to walk on train tracks anywhere else – it was stupid and dangerous. Only last year one boy in the city had broken his leg playing on the tracks. But there was nothing dangerous here, as long as she was careful not to fall and break her ankle.

No one in Fellside had any memory of a train ever using the railway tracks that cut across the north-west corner of town. There wasn't even a train station. The tracks suddenly finished at the football stadium as if the engineers had simply run out of wood. The iron rails continued a few metres further, and then... nothing. Claire always thought of them like those cartoons where the cat chases the mouse and the mouse puts down tracks in front of his speeding carriage until he runs out.

The train tracks were a mystery, but one that was so old nobody wondered about it anymore. They were just there, they'd always been there, and that was that. The tracks seemed to buzz as she walked. She could feel the vibration through her sandals and into her feet. And then she could hear it too. She stopped and it got stronger and louder. And then she heard a much louder sound, the screech of metal on metal. She looked behind her. A round light, small but getting bigger, was rushing towards her. It couldn't be… a train. The wheels screeched louder against the rails as the driver braked. There was no way the train could stop before it reached her. Luckily, Claire lost her balance and fell to the right, off the track. She knew she was screaming even though she couldn't hear anything above the old steam train as it slowed. Its carriages passed her, empty.

Na podstawie: *Mystery Train* by Nicola Prentis, British Council, https://link.operon.pl/sx (dostęp: 7.09.2023 r.).

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. What were Claire's feelings concerning The World's Scariest Ghost Train?

A. She felt uninterested and dismissive towards it.

B. She felt envious of the people who had already taken the ride.

C. She was curious about the realistic and spine-chilling effects of the train.

D. She was intrigued by the rumours of people being genuinely terrified by it.

6.2. While walking home Claire

A. encountered a boy who had injured himself.

B. was aware of the risks but felt relatively safe.

C. had problems stepping from one sleeper to another.

D. remembered the time when she had broken her ankle.

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LIVEWORKSHEETS

6.3. Which is true about the railway tracks?

A. They were uncompleted, possibly due to the lack of resources.

B. They were leading to an abandoned train station.

C. They were sporadically used by trains.

D. They circled the football stadium.

6.4. The last paragraph describes

A. a peaceful stroll.

B. a journey taken in silence.

C. Claire's unexpected train ride.

D. a close call on abandoned tracks.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Tekst 2.

THE CITY HALL STATION

The City Hall Station is a hidden gem beneath the streets of New York City. Originally opened in 1904, this abandoned subway station served as one of the original stops on the city's first subway line, known as the Interborough Rapid Transit (IRT). The station's unique architecture and design make it a captivating destination for urban explorers and history enthusiasts. Located underneath City Hall, which is the seat of New York City government in Lower Manhattan, the City Hall Station was designed by architects George Lewis Heins and Christopher Grant LaFarge. It showcases exquisite Beaux-Arts style elements, including ornate tile work, graceful arches and elegant skylights. The station's grandeur reflects the city's aspirations for a world-class transit system.

Despite its initial popularity, the City Hall Station faced numerous challenges as newer subway lines were constructed and longer trains were introduced. Due to the station's curved platform, which could not accommodate longer trains, it became less viable for regular use. Eventually, on December 31, 1945, the City Hall Station closed its doors to the public.

While the City Hall Station is no longer in active service, it remains an architectural gem frozen in time. Its unique features, such as the tiles, graceful curves, and intricate details, showcase the craftsmanship of the era. The station's skylights, which were designed to allow natural light to illuminate the space, create a serene atmosphere. Although the station is closed to the general public, there are opportunities to catch a glimpse of its beauty. Some transit enthusiasts and history lovers arrange special tours that provide access to the station. These limited opportunities allow visitors to step back in time and appreciate the station's architectural splendour.

The City Hall Station serves as a reminder of New York City's rich transit history and the evolution of its subway system. Its unique design and remarkable preservation have made it a favourite subject for numerous filmmakers seeking to capture its timeless appeal.

Odpowiedz na pytania 6.5.–6.8. zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Odpowiedzi należy udzielić w języku angielskim.

6.5. What is the function of the building above the station?

LIVEWORKSHEETS

6.6. Why did the City Hall Station eventually fall out of use?

_____

_____

6.7. How can a regular person visit the City Hall Station?

_____

_____

6.8. Where can people stumble upon images of the City Hall Station?

_____

_____

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6.
0–1–2
3–4
5–6

Zadanie 7. (0–6)

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

JEAN TINGUELY: THE CREATIVE SCULPTOR OF SCRAP METAL

Have you heard about Jean Tinguely? He was a Swiss artist who **7.1.** ____ scrap metal into cool sculptures. He was born in Fribourg, Switzerland in 1925, and his artistic journey was quite unique.

Tinguely's love for art began **7.2.** ____ his apprenticeship at a Swiss advertising agency. However, his rebellious spirit pushed him to explore unconventional ways of expressing himself, especially through sculpture. With his inquisitive mind and a talent for making remarkable artworks out of discarded objects, Tinguely embarked on a creative adventure.

One of his most renowned works is "Homage to New York," which firmly established his place in art history. Imagine a device **7.3.** ____ scrap metal and old machinery, emitting smoke and producing joyful sounds. It was a chaotic spectacle that challenged traditional notions of art.

This ground-breaking masterpiece debuted in 1960 at the Museum of Modern Art in New York. Amazed visitors were **7.4.** ____ by Tinguely's mechanical marvel – a symphony of spinning wheels, clanging cymbals, and whirling gears. **7.5.** ____, there was a surprising twist because, as a grand finale, the sculpture self-destructed in a spectacular display, symbolizing the disposable nature of our modern society.

Tinguely's art captivated audiences worldwide. His playful creations can still **7.6.** ____ in museums and public spaces, inviting viewers into a world where imagination knows no limits.

LIVEWORKSHEETS

7.1.
A. plugged
B. looked
C. turned
D. broke

7.2.
A. while
B. within
C. during
D. at the time

7.3.
A. made from
B. made over
C. made into
D. made by

7.4.
A. astonished
B. exhausted
C. frustrated
D. disgusted

7.5.
A. Initially
B. However
C. Although
D. Rather

7.6.
A. admire
B. be admired
C. be admiring
D. have admired

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

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Zadanie 8. (0–4)

8.
0–1–2
3–4

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

BREAKING UP WITH COFFEE: A STUDENT'S JOURNEY

Coffee, a **8.1. (FAITH)** _____ companion to many students, was once my go-to source of energy. However, I soon discovered that its effects were not all positive.

The side effects of feeling jittery and anxious limited my ability to concentrate on my studies. Additionally, the disrupted sleep patterns left me **8.2. (FEEL)** _____ _____ exhausted and drained. It was time for a change.

I gradually reduced my coffee intake and began exploring alternative beverages like herbal teas and infused water. Although it required some determination, I **8.3. (EFFECT)** _____ _____ kicked the coffee habit.

It's important to remember that if coffee isn't working for you, there are other options worth exploring. Your journey towards better health and **8.4. (PRODUCT)** _____ _____ starts with making choices that align with your needs and preferences.

LIVEWORKSHEETS

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9.
0–1–2
3–4

Zadanie 9. (0–4)

Przetłumacz na język angielski podane w nawiasach fragmenty zdań (9.1.–9.4.), tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

9.1. The artist, (*którego obrazy są wystawione*) _____ _____ in this gallery, has never left his hometown.

9.2. Can you tell me (*gdzie kupiłaś*) _____ _____ this amazing dress?

9.3. I'd experiment with new (*przepisami kulinarnymi, gdybym miał*) _____ _____ _____ a bigger kitchen.

9.4. Have you (*obiecałeś jej, że zadzwonisz*) _____ _____ in the evening?

10.
0–1–2
3–4–5
6–7–8
9–10
11–12
13

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. **Wiele osób wyjeżdża na wakacje do typowo turystycznych miejscowości (np. nadmorskich kurortów). Napisz rozprawkę przedstawiającą wady i zalety spędzania wakacji w takich miejscach.**
2. **Napisz list do lokalnej firmy z prośbą o wsparcie (finansowe i/lub rzeczowe) wydarzenia, które uczniowie twojej szkoły chcieliby zorganizować. W swoim liście przedstaw szczegóły dotyczące tego wydarzenia oraz wspomnij o pozytywnych skutkach wsparcia tej inicjatywy.**

CZYSTOPIS

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LIVEWORKSHEETS

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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	
Elementy treści (0-1-2)					Elementy formy (0-1)			
1	2	3	4	5	1	2	3	4

LIVEWORKSHEETS

BRUDNOPIS (*nie podlega ocenie*)

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LIVEWORKSHEETS

JĘZYK ANGIELSKI
POZIOM ROZSZERZONY
WYPEŁNIA ZDAJĄCY

Data urodzenia zdającego

dzień | miesiąc | rok

PESEL

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
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

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

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

Zad. 4.	A	B	C	D
4.1.	☐	☐	☐	☐
4.2.	☐	☐	☐	☐
4.3.	☐	☐	☐	☐
4.4.	☐	☐	☐	☐
4.5.	☐	☐	☐	☐

Zad. 5.	A	B	C	D	E	F
5.1.	☐	☐	☐	☐	☐	☐
5.2.	☐	☐	☐	☐	☐	☐
5.3.	☐	☐	☐	☐	☐	☐
5.4.	☐	☐	☐	☐	☐	☐
5.5.	☐	☐	☐	☐	☐	☐

Zad. 6.	A	B	C	D
6.1.	☐	☐	☐	☐
6.2.	☐	☐	☐	☐
6.3.	☐	☐	☐	☐
6.4.	☐	☐	☐	☐

Zad. 7.	A	B	C	D
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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