

**PRÓBNY EGZAMIN MATURALNY  
Z JĘZYKA ANGIELSKIEGO**

**POZIOM PODSTAWOWY**

**Czas pracy: 120 minut  
Liczba punktów do uzyskania: 50**

MARZEC  
ROK 2017

**Instrukcja dla zdającego**

1. Sprawdź, czy arkusz egzaminacyjny zawiera 16 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**

Arkusz opracowany przez Świątokrzyskie 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.ujk.edu.pl](http://www.ujk.edu.pl)  
[www.scdn.pl](http://www.scdn.pl),  
[www.echodnia.eu/edukacja](http://www.echodnia.eu/edukacja)



## ROZUMIENIE ZE SŁUCHU

### Zadanie 1. (5 pkt)

Usłyszysz dwukrotnie rozmowę. Zdecyduj, które zdania są zgodne z treścią komunikatu (T), a które nie (F). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

		T	F
1.1.	Eddie left the Thames Barrier in the afternoon.		
1.2.	Eddie stayed at Lisa and John's house last night.		
1.3.	Eddie hasn't seen Mr Archer before.		
1.4.	Eddie took the wrong keys accidentally.		
1.5.	In this conversation, the head of security is questioning a person who is suspected of committing an offence.		

### PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

### Zadanie 2. (4 pkt)

Usłyszysz dwukrotnie cztery wypowiedzi dotyczące gier, które odbywają się na przyjęciach. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz odpowiednie litery do tabeli. Za każde poprawne rozwiązanie otrzymasz 1 punkt. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. One person has to leave the room.
- B. The first person to finish always wins.
- C. You need a 'model' for this game.
- D. Your hair may need washing afterwards.
- E. You have to use cutlery.

2.1.	
2.2.	
2.3.	
2.4.	

### 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. Za każde poprawne rozwiązanie otrzymasz 1 punkt.

**Tekst 1.**

**3.1. Mr Thompson would like to meet**

- A. an adventurous, witty, pretty, young nurse.
- B. an attractive, serious, intelligent teacher around thirty.
- C. a friendly, humorous, good looking, young policewoman.

**Tekst 2.**

**3.2. This message is about**

- A. taking care of a child.
- B. looking after a pet.
- C. cleaning the kitchen.

**Tekst 3.**

**3.3. Which sentence is TRUE about the weather forecast?**

- A. The north-west of England will have snow and mist patches.
- B. It will rain in the north of Scotland.
- C. It won't be sunny in the north-east of England.

**Tekst 4.**

**3.4. This conversation takes place**

- A. during a job interview.
- B. in a hospital.
- C. at a police station.

**Tekst 5.**

**3.5. This text comes from**

- A. a novel.
- B. an article from a scientific journal.
- C. a guide book.

**Tekst 6.**

**3.6. The person is talking about**

- A. travelling around the world.
- B. working in a family business.
- C. working alone.

**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 w każdą kratkę.

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

- A. RISING NUMBER OF RESCUE ACTIONS
- B. SIZE XXXXXL
- C. DEMOLISHED TO MAKE WAY
- D. MORE AND MORE FAT PEOPLE
- E. TOO BIG TO GET OUT
- F. THE FAT GROW FATTER

### RISE IN NUMBER OF OBESE PEOPLE BEING RESCUED BY FIREFIGHTERS

*The emergency services were called to over 900 incidents involving obese people last year, according to new figures.*

#### 4.1.

The number of obese people who have to be removed from buildings by firefighters has risen by more than a third in three years. The firefighters are called because the people are too large to move independently. There have been also several incidents when firefighters have been asked to help remove a dead obese person to an undertakers' vehicle.

#### 4.2.

The rescue operation is not an easy task. Lifting equipment and special slings are often used, while windows, walls and interior fittings have to be removed on occasion to take the fat people out of the building.

#### 4.3.

Figures obtained by BBC Radio 5 Live show how in the past year there were more than 900 incidents in the UK where rescuers have been called in to relocate people who are severely obese. The number of cases rose from 709 in 2012-13 to 944 in 2015-16. There has been a rise in incidents year on year since separate records began to be kept of extreme-obese-rescues.

#### 4.4.

Tam Fry, spokesman for the National Obesity Forum, told the BBC that the problem is worsening because obese people are getting larger. "This is not about more people being obese. This is about those who are already obese now getting to a size where they need assistance."

Adapted from [www.independent.co.uk/news/uk/firefighters-rescuing-more-obese-people-a7315706.html](http://www.independent.co.uk/news/uk/firefighters-rescuing-more-obese-people-a7315706.html)  
[accessed 19.09.2016]

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 5. (3 pkt)**

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

**Tekst 1.**

HUNTING FOR PREY

Tiger sharks move slowly most of the time, except when they attack. They move slowly, even when their potential prey can see them. When they are heading for a new hunting ground, tiger sharks can swim up to 32 kilometers per hour. In this case, however, the sea turtle does not know that the tiger shark is there until it is too late. All of a sudden, the shark darts towards the sea turtle and grasps it in its mouth. The turtle struggles, but the tiger shark's teeth quickly saw through the turtle's shell. The teeth of tiger shark are serrated like saw blades and can cut through hard objects like a turtle's shell.

**5.1. Tiger sharks**

- A. can see through the turtle shells.
- B. attack very quickly.
- C. swim slowly looking for new hunting grounds.

Adapted from Virginia Evans, Jenny Dooley, *The Tiger Shark*, Express Publishing, p. 10

**Tekst 2.**

HOW WOLF HUNTING WORKS

Unlike domesticated dogs, wolves pose a danger to humans. Although they are typically shy around people and would most likely run off and hide if you approach one, wolves are ferocious hunters and fighters – they have the ability to injure or kill other animals, including humans. Myths, fears and legends have given the wolf a bad name and some see the wolf as a bloodthirsty, killing machine, nothing but fangs and snarl. As human populations grow and develop on land, they also tend to conflict with wolf populations. Wolves have an especially difficult relationship with ranchers, since wolves will hunt and kill cattle and sheep for food.

**5.2. Wolves**

- A. are likely to be hunted by ranchers.
- B. love killing humans and animals.
- C. always run away from people.

Adapted from John Fuller, *How Wolf Hunting Works*, <http://adventure.howstuffworks.com/outdoor-activities/hunting/alternative-methods/wolf-hunting.htm> [access: 22.11.2016]

**Tekst 3.**

PREHISTORIC HUNTERS

Humans may have evolved to throw spears allowing them to hunt around two million years ago, a new study has suggested. Scientists have found that the skeletons of early species of humans changed to give them the ability to throw much like modern humans. A study of

fossils of *Homo erectus*, an extinct human ancestor, shows that their shoulders and collar bone would have allowed them to hurl sticks accurately and powerfully. This would have enabled *Homo erectus* to become a proficient hunter, able to throw weapons like spears and rocks at potential prey.

### 5.3. *Homo erectus*

- A. had deformations in their skeletons.
- B. were very fond of weapons.
- C. could hunt animals efficiently.

Adapted from Richard Grey, *Did prehistoric hunters POISON their spears?*

<http://www.dailymail.co.uk/sciencetech/article-3009205/Did-prehistoric-hunters-POISON-their-spears-Ancient-stone-tipped-weapons-coated-toxic-plants.html> [access 16.11.2016]

## 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.

#### NO STOPPING AFTER EATING 25,000 BIG MACS

Thirty-nine years after his first mouthful, a retired prison guard has entered the record books by finishing his 25,000<sup>th</sup> Big Mac.

Dan Gorske passed the milestone at a McDonald's restaurant in his hometown in Wisconsin. "I plan on eating Big Macs until I die," said the 57-year-old. "I have no intention of changing. It's still my favourite food. Nothing has changed in 39 years. I look forward to it every day."

Gorske's obsession with the burger – two beef patties, sauce, lettuce, cheese, pickles and onions on a sesame seed bun – started on 17 May 1972 when he bought three Big Macs to celebrate the purchase of a new car. He says he enjoyed them so much that he went back to McDonald's twice the same day, eating nine burgers. He has only gone eight days without a Big Mac since his first bite.

Despite his diet Gorske has been described as healthy by his doctor and he takes regular exercise.

However, he did admit to an obsessive compulsive personality, adding he liked to collect the packaging and enjoyed counting his Big Macs because of a love of numbers.

McDonald's says there are 540 calories in a Big Mac, which is more than a quarter of the calories a person on an average 2,000-calorie diet would consume. The burger also contains 29g of fat and 1,040mg of sodium, which are both more than 40% of the daily recommended amount.

Medical experts do not recommend the Gorske diet. Tara Gidus, a Florida dietitian, said Gorske probably has good genetics to thank for his health, as well as the fact that he did not order fries and soft drinks with his burger. She said she is "less concerned about the bad stuff in the Big Mac and more concerned about the good stuff he's missing", such as fruit and vegetables.

Before tucking into his 25,000<sup>th</sup> burger Gorske said: "I really do enjoy every Big Mac."

Original article by Matthew Taylor, rewritten by Janet Hardy-Gould in "The Guardian Weekly", 08.07.2011, p. 7

**6.1. Dan Gorske has eaten 25,000 Big Macs and**

- A. he will be sent to prison.
- B. he plans not to eat any more.
- C. he is not going to change his diet.
- D. he is going to die.

**6.2. On 17 May 1972 Gorske**

- A. did something special because he had bought a new car.
- B. ate three Big Macs.
- C. went to McDonald's in his new car.
- D. did not enjoy himself.

**6.3. Gorske has counted his Big Macs because**

- A. he has a personality disorder.
- B. he has been collecting the packaging.
- C. he is fond of numbers.
- D. he has wanted to enter the record books.

**6.4. According to the text, Big Macs**

- A. are healthy.
- B. are recommended by medical experts.
- C. should be eaten with fries.
- D. contain lots of calories.

**6.5. Gorske is in good health**

- A. thanks to eating Big Macs.
- B. thanks to his genes.
- C. because he drinks soft drinks.
- D. because he also eats fruit and vegetables.

**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.**

LIGHT AND HEALTH

The sunlight that brightens the Earth is only part of the light energy that comes from the sun. An important element of sunlight cannot be seen. It can only be measured with instruments. These are the short waves known as ultraviolet light. 7.1. .... It also can cause wrinkles and skin cancer. And it can lead to cloudiness in the eyes and loss of sight. But doctors say some ultraviolet light is necessary for good health. They say our bodies need it to help produce vitamin D.

When ultraviolet light hits a person's skin, it starts a chemical reaction which produces vitamin D. The vitamin, in turn, makes it possible for the body to use calcium. Calcium is the mineral that makes teeth and bones strong. Children and old people need large amounts of vitamin D. 7.2. .... Old people need it for calcium to keep their bones from getting weak and breaking easily.

It is best to get vitamin D from the foods we eat and drink. 7.3. .... To do this, we have to go outdoors. Sitting in front of a window does not work, because the glass blocks ultraviolet light waves.

Adapted from Christine Johnson, Frank C. Beardsley, *Science in the News*, VOA Special English, 1989, pp. 58-59

- A. Children need it to get enough calcium for their growing teeth and bones.**
- B. This is because their skin is less effective at producing vitamin D from ultraviolet light.**
- C. Too much ultraviolet light causes sunburn.**
- D. But doctors say it is a good idea to get even more of this important vitamin from sunlight.**
- E. Children should spend more time in the sunlight.**

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**



## ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

### Zadanie 8. (5pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak, aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B lub C.

#### THE WORLD'S SMALLEST FARMERS

The Egyptians were not the only ones 8.1. .... respected the helpful earthworm. The Greek philosopher Aristotle said that worms 8.2. .... "the intestines of the Earth." Later, the naturalist Charles Darwin – famous for the theory of natural selection – also studied worms. Darwin observed worms for more than forty years. He even wrote 8.3. .... book on worms. Darwin said that few other animals "have played so important a part in the history of the world as have these lowly organized creatures."

Worms play a very important role in 8.4. .... the soil, and in the growth of plants. If there were not any worms, there 8.5. .... no fresh soil. Without clean soil for plants, we would have no food. Clearly, worms are a key part of agricultural ecosystems.

Adapted from Virginia Evans, Jenny Dooley, *Worms*, Express Publishing, pp. 10-11

**8.1.**

- A. which
- B. who
- C. whose

**8.4.**

- A. clean
- B. cleaned
- C. cleaning

**8.2.**

- A. are
- B. been
- C. were

**8.5.**

- A. would be
- B. will be
- C. was

**8.3.**

- A. the
- B. a
- C. –

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

**Zadanie 9. (5pkt)**

**W zdaniach 9.1. – 9.5. spośród podanych odpowiedzi (A – C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę.**

**Zakreśl literę A, B lub C.**

- 9.1. Hi! I haven't seen you for ages. What (*porabiałeś?*)  
A. have you been doing?  
B. were you doing?  
C. have you done?
- 9.2. (*Nie musisz*) wash up. Tom'll do it later.  
A. You mustn't  
B. You needn't to  
C. You don't have to
- 9.3. Get to work! I can't (*tolerować*) your laziness.  
A. get on with  
B. carry on with  
C. put up with
- 9.4. You are so busy! (*Czy mam zrobić*) some salad?  
A. Have I to do  
B. Shall I make  
C. Am I make
- 9.5. It's raining. (*Proponuję pograć*) chess.  
A. I suggest to play  
B. I suggest playing  
C. I suggest play

**PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!**

## WYPOWIEDŹ PISEMNA

### Zadanie 10. ( 10 pkt)

Jako wolontariusz/ka spędziłaś/eś weekend w domu dziecka. Napisz e-mail do znajomych w Australii. W e-mailu:

- opisz, jak przygotowywałaś/aś się do tej wizyty
- napisz o trudnym momencie, który miał miejsce w czasie zajęć z dziećmi
- przedstaw zalety wolontariatu
- zapytaj znajomych o ich opinię i doświadczenia z wolontariatem

*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).*

## CZYSTOPIS

Dear Anna,

Thank you for your last e-mail. You won't believe it, but last weekend I worked as a volunteer at a Children's Home. It was an experience!

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**I am looking forward to hearing from you soon!**

Treść	Spójność i logika	Zakres środków językowych	Poprawność środków językowych	RAZEM
0-1-2-3-4	0-1-2	0-1-2	0-1-2	

**BRUDNOPIS** (*nie podlega ocenie*)

**BRUDNOPIS** (*nie podlega ocenie*)

**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"/>	<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   ,