

UZUPEŁNIA ZDAJĄCY

KOD	PESEL																						
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*miejsce
na naklejkę*

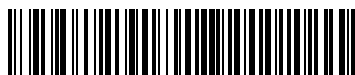
**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO**

POZIOM ROZSZERZONY

CZĘŚĆ I

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 7 stron (zadania 1 – 3). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Pisz czytelnie. Używaj długopisu/pióra tylko z czarnym tuszem/atramentem.
3. Nie używaj korektora, a błędne zapisy wyraźnie przekreśl.
4. Pamiętaj, że zapisy w brudnopisie nie będą oceniane.
5. Na tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
6. Nie wpisuj żadnych znaków w części przeznaczonej dla egzaminatora.



**UZUPEŁNIA ZESPÓŁ
NADZORUJĄCY**

Uprawnienia zdającego do:

- | | |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | dostosowania kryteriów oceniania |
| <input type="checkbox"/> | nieprzenoszenia zaznaczeń na kartę |

8 MAJA 2019

**Godzina rozpoczęcia:
14:00**

**Czas pracy:
120 minut**

**Liczba punktów
do uzyskania: 23**

MJA-R1_1P-192

STOSOWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

Zadanie 1. (2,5 pkt)

Przeczytaj tekst. Uzupełnij każdą lukę (1.1.–1.5.) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.

CAT CUDDLER MAY BE YOUR NEW DREAM JOB

Drop whatever you're currently doing and hand in your resignation letter! One vet clinic in Ireland has just announced they are hiring full-time cat cuddlers. So, if you are **1.1. (TRUE)** _____ passionate about animals, this may be the chance you've been waiting for all your life!

Before you board the next flight to Ireland, find out what the *Just Cats* vet clinic in Dublin is looking for. Its managers strongly **1.2. (COURAGE)** _____ applications from people with a lot of 'catitude', who would love to help animals in need. The job offer specifies that they're looking for people able to befriend cats with ease. The ideal candidates have to be **1.3. (RELY)** _____ and must have gentle and strong hands in order to pet cats for long periods of time. They also have to be capable of cat whispering to calm the nerves of the furry patients. An **1.4. (ABLE)** _____ to understand different types of purring is an evident advantage.

What are you waiting for? Just mail your CV and cover letter to them and then get ready to make a **1.5. (LIVE)** _____ out of petting kittens all day.

<http://www.boredpanda.com/just-cats-vet-clinic-hires-cat-cuddler/>

Zadanie 2. (2,5 pkt)

Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (2.1.–2.5.). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

Uwaga: nie zmieniaj formy podanych wyrazów.

Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.

2.1. “You gave me the wrong directions,” Theresa said angrily to me.

ACCUSED

Theresa angrily _____ her the wrong directions.

2.2. Mark helped me prepare well for the exams and that’s why I’m studying at law school.

NOT

If Mark _____ me prepare well for the exams,
I wouldn’t be studying at law school now.

2.3. The management rejected his application because he had sent it after the deadline.

DOWN

His application _____ by the management
because he had sent it after the deadline.

2.4. I’m sure Peter learnt his lines by heart before going on stage.

HAVE

Peter _____ his lines by heart
before going on stage.

2.5. “Will he talk to me after this unfortunate misunderstanding?” she asked herself.

WHETHER

She was wondering _____ to her after
that unfortunate misunderstanding.

BRUDNOPIS (*nie podlega ocenie*)



UZUPEŁNIA ZDAJĄCY

KOD

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PESEL

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*miejsce
na naklejkę*

**EGZAMIN MATURALNY
Z JĘZYKA ANGIELSKIEGO**

POZIOM ROZSZERZONY

CZĘŚĆ II

Instrukcja dla zdającego

1. Sprawdź, czy arkusz egzaminacyjny zawiera 7 stron (zadania 4 – 9). Ewentualny brak zgłoś przewodniczącemu zespołu nadzorującego egzamin.
2. Część pierwsza arkusza, sprawdzająca rozumienie ze słuchu, będzie trwała około 25 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. Na tej stronie oraz na karcie odpowiedzi wpisz swój numer PESEL i przyklej naklejkę z kodem.
6. Zaznaczając odpowiedzi w części karty przeznaczonej dla zdającego, zamaluj pola do tego przeznaczone. Błędne zaznaczenie otocz kółkiem i zaznacz właściwe.
7. Tylko odpowiedzi zaznaczone na karcie będą oceniane.



**UZUPEŁNIA ZESPÓŁ
NADZORUJĄCY**

Uprawnienia zdającego do:

- | | |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | dostosowania kryteriów oceniania |
| <input type="checkbox"/> | nieprzenoszenia zaznaczeń na kartę |

8 MAJA 2019

**Czas pracy:
70 minut**

**Liczba punktów
do uzyskania: 27**

MJA-R2_1P-192

ROZUMIENIE SŁUCHANEGO TEKSTU

Zadanie 4. (5 pkt)

Usłyszysz dwukrotnie wypowiedź kobiety. 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
4.1.	The speaker was invited to a supper club by its hostess.		
4.2.	The supper club visited by the speaker is run by a trained chef.		
4.3.	Heather handles every aspect of the event herself.		
4.4.	Heather was talked into organizing her own supper club.		
4.5.	The speaker describes a social event she appreciated very much.		

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 5. (5 pkt)

Usłyszysz dwukrotnie pięć wiadomości. Do każdej wiadomości (5.1.–5.5.) dopasuj właściwy nagłówek (A–F). Wpisz rozwiązania do tabeli. Uwaga: jeden nagłówek został podany dodatkowo i nie pasuje do żadnej wiadomości.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

- A. WORDS OF CRITICISM UNANSWERED
- B. STUDENTS EXPELLED FOR BREAKING PROCEDURES
- C. TEACHER'S IGNORANCE RESULTS IN FRUSTRATION
- D. FALSE HOPES AFTER COLLEGE OFFICIAL'S MISTAKE
- E. PROPOSED CHANGES GAIN SUPPORT
- F. MASSIVE RESPONSE TO UNUSUAL OFFER

5.1.	5.2.	5.3.	5.4.	5.5.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 6. (5 pkt)

Usłyszysz dwukrotnie wywiad z wynalazcą. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B, C albo D.
Za każde poprawne rozwiązanie otrzymasz 1 punkt.

6.1. The purpose of Trevor's invention was to

- A. put his old gramophone to a new use.
- B. store electricity in remote areas of Africa.
- C. create an affordable way of powering radios.
- D. produce a radio that would also function as a gramophone.

6.2. Why don't some people make use of their potential, according to Trevor?

- A. They don't come up with ideas quickly enough.
- B. They underestimate the value of their ideas.
- C. Their minds are not trained to generate new ideas.
- D. They feel intimidated because of fierce competition on the market.

6.3. Which is NOT mentioned by Trevor as something teenagers should learn?

- A. dealing with electrical faults
- B. doing some woodwork
- C. growing plants in the garden
- D. carrying out car repairs

6.4. When asked about information technology as a tool for inventors, Trevor

- A. suggests not being too dependent on it.
- B. argues it should be given priority over other tools.
- C. questions the accuracy of computer-aided designs.
- D. emphasizes the reliability of electronic devices.

6.5. Which sentence best reflects Trevor's opinion on female inventors?

- A. They mostly came up with inventions for the home.
- B. They were reluctant to take up educational opportunities.
- C. They proved to be better inventors than men.
- D. They were not adequately acknowledged as inventors.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

ROZUMIENIE PISANEGO TEKSTU I ROZPOZNAWANIE STRUKTUR LEKSYKALNO-GRAMATYCZNYCH

Zadanie 7. (5 pkt)

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

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

The phone rang just after dinner. It was early evening, just as the sun had dipped behind the building.

“I’m calling for an Edsel... Bronfman?” a woman said, or asked. “Not sure I have that right.” She sounded a little put out, irritated by his very name. “This is Edsel Bronfman,” Edsel Bronfman said, tentatively. The woman’s voice didn’t sound familiar. He waited for her to respond as he prepared for what was almost certainly some tragic information. He’d been fired from his job or it was his doctor’s secretary calling him to say that his blood test results indicated a terminal disease. Bronfman’s capacity to anticipate the worst possible scenario in any circumstances was a skill he’d been practising since boyhood. But it was none of these things. “My name’s Carla D’Angelo. This call may be recorded for quality and training purposes. Hope I’m not disturbing you. I have some good news for you.”

This caught him off-guard. “Good news?”

“Very good. You’ve won!”

“What have I won?” he asked. “How?”

“Yes,” she said, not really responding to his queries or his confusion. She sounded as if she was reading from a script. “You’ve won a weekend in Destin, Florida, courtesy of Sandscapes Apartments. Your lodging for the weekend is complimentary. You don’t have to pay for it. All we ask in return is that, afterwards, you make a short presentation about Sandscapes and the charms of Destin, Florida.”

“I still don’t get it.” Bronfman wasn’t so much suspicious as in a state of curious disbelief. He’d never won anything before, not in all the thirty-four years he’d been alive. Not even when he had entered some competitions on the Internet.

“Have you ever dropped your business card into one of the jars they have at restaurants or bars?”

“I might have. Oh yes, now I remember. I dropped my card in a jar at the bistro I frequent once or twice a month,” he said. “So... all I have to do is to present myself at Sandscapes Apartments in Destin, Florida, and other than the presentation there are absolutely no strings attached?” Carla D’Angelo assured him, “Well, you have to agree to it during this conversation. It’ll be quite a treat. Destin is beautiful. You and your fellow traveller...”

“Wait!” he said. “My fellow traveller?”

“The prize is for two. Your wife, a girlfriend... anybody like that.”

“But I don’t have a fellow traveller,” he said.

Bronfman heard a pause on Carla’s end of the line. “It was written on the jar. The offer is valid for you and a fellow traveller. You have to have a fellow traveller.”

“Why?”

“I’m just making phone calls here. I don’t make the rules. It has something to do with sell rates, couples are more likely to buy a time-share apartment than singles.”

“And what else? Do I have to be six feet tall with curly blond hair?”

“No,” she said, sighing. “But there’s one other thing. Winners have to claim the prize by a certain date. In your case, it has to be used by June the twenty-sixth. On June the twenty-seventh, the offer expires. You have to make up your mind before we finish this call.”

adapted from Extraordinary Adventures by Daniel Wallace

7.1. Edsel Bronfman expected the woman on the phone to

- A. put forward a job offer.
- B. announce he’d won something.
- C. deliver some bad news.
- D. invite him for a blood test.

7.2. During the conversation, the woman on the phone

- A. listened to Edsel attentively, but did not answer his questions.
- B. informed Edsel he was being offered free accommodation.
- C. explained that Edsel had to attend a presentation before going to Destin.
- D. was astonished that it was the first thing Edsel had ever won.

7.3. Edsel won the prize because

- A. he had taken part in a competition on the Internet.
- B. he had left his business card in a container at a restaurant.
- C. he had filled in an online form to enter the competition.
- D. he had won some other trips before he was selected for the trip to Destin.

7.4. Edsel can claim the prize on condition that

- A. he is accompanied by another person.
- B. he makes some modifications to his appearance.
- C. he calls the woman back as soon as he makes up his mind.
- D. he pays for his companion.

7.5. Which is the best title for this text?

- A. UNEXPECTED VISITOR
- B. SPOILT HOLIDAYS IN PARADISE
- C. OFFER OUT OF THE BLUE
- D. ACCIDENTAL MEETING

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 8. (4 pkt)

Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w każdą lukę 8.1.–8.4. literę, którą oznaczono brakujący fragment (A–E), tak aby otrzymać logiczny i spójny tekst.
Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

Za każde poprawne rozwiązanie otrzymasz 1 punkt.

HUGH LANE PAINTING ROBBERY

Hugh Lane, a successful Irish art dealer, decided that after his death his collection of paintings would belong to Ireland. After some time, he changed his mind and left everything to London's prestigious *Tate Gallery* instead. However, shortly before he died in 1915, he made yet another will which indicated that a gallery in Dublin should own his collection. As nobody had witnessed the signing of the last will, the English court refused to recognize it as a legal document, and the paintings remained in England. **8.1.** _____ Yet, it was all in vain.

In 1956, two Irish citizens decided to do something about it. On April 12th, they stole an Impressionist painting, *Summer's Day*, from the Hugh Lane collection in the *Tate Gallery*.

8.2. _____ The former was a frequent visitor to the gallery, so he was a familiar figure. While he pretended to be making a copy of the painting on a sketchpad, his accomplice lifted it off the wall and put it inside a large portfolio they had brought with them. Next, they left the gallery, using the front door. The whole point of the robbery was to get publicity for the cause. They even arranged for a press photographer to be on the spot and take a photo of them leaving the gallery. As a result of their ingenious scheme, the photo and the news of the robbery made the headlines the following day. **8.3.** _____ The entire plan proved effective. Three years later, an agreement was reached between Ireland and the UK that the collection would be shared between the two countries, and in 1999, over 30 paintings returned to Dublin for good.

The theft of the painting from the *Tate Gallery* was worrying for art lovers because it showed that there was a complete lack of security in a place where many masterpieces were kept.

8.4. _____ Fortunately, this did not happen.

adapted from www.telegraph.co.uk

- A. To make the authorities start negotiations, after a few days *Summer's Day* was anonymously delivered to the Irish embassy.
- B. The British were also concerned that the publicity given to the case would lead to the students being perceived as heroes fighting for the Irish cause, which could strain British–Irish relations.
- C. The ease with which the culprits committed this deed is still shocking. The thieves were Paul Hogan, who was studying at the Dublin College of Art, and Bill Fogarty, a veterinary student.
- D. It proves that the caretaker on duty could have prevented the robbery, but he was outsmarted.
- E. In the following decades, the Irish arts community and government made numerous attempts to claim the canvases back.

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

Zadanie 9. (3 pkt)

**Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.
Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.**

GOLD HIDDEN INSIDE A PIANO

After a community group in Shropshire, England, decided to have a donated piano tuned, the tuner made an incredible discovery. Inside the piano, first sold in 1906, there was a hidden pile of gold. The group immediately **9.1.** _____ the find to the authorities, and the gold was taken to the British Museum. The authorities aren't willing to give out details about the weight and purity of the gold, but it's **9.2.** _____ to be highly valuable.

A British Museum specialist, Peter Reavill, was surprised at the discovery. "They laid this stuff out and I was really impressed. I'm an archaeologist and I'm used **9.3.** _____ with treasure, but I'm more accustomed to medieval brooches," Mr. Reavill told reporters.

The United Kingdom actually has a law concerning such discoveries. For a precious find to be officially declared a treasure, "it must be made of gold or silver and must have been deliberately concealed by the owner with a view to later recovery." **9.4.** _____ the original owner is found, the treasure goes to the Crown. The museum would then be able to buy it, and the tuner and the piano owners would get **9.5.** _____ – a finder's fee. The authorities are still trying to trace the piano's history and find the original owners. If they do, perhaps we'll discover the story behind this pile of gold – and why it was hidden in the first **9.6.** _____.

adapted from www.atlasobscura.com

9.1.

- A. conveyed
- B. reported
- C. notified
- D. informed

9.2.

- A. offered
- B. intended
- C. believed
- D. designed

9.3.

- A. deal
- B. to deal
- C. dealing
- D. to dealing

9.4.

- A. However
- B. Whether
- C. Unless
- D. If

9.5.

- A. a charge
- B. a reward
- C. a contribution
- D. an incentive

9.6.

- A. place
- B. run
- C. term
- D. attempt

PRZENIEŚ ROZWIĄZANIA NA KARTĘ ODPOWIEDZI!

TRANSKRYPCJA NAGRAŃ

Zadanie 4.

When I first heard about secret supper clubs I was instantly attracted to the idea of taking part in such a dining experience. The basic concept was born not long ago and it's meant to be a local, organic foodie evening, where you pay a flat fee for a dinner cooked by the host or hostess in their apartment. However, finding a place like this is quite challenging as the information about the clubs is spread by word of mouth. My friend had been invited to be an after-dinner musical performer. The moment he told me about it, I begged him to take me with him.

When we arrived, we were greeted by the hostess, Heather. As we took our coats off, we saw a chalkboard with the night's 6-course menu written out, along with the farms the ingredients came from. It only got better from there. Heather is a 25 year-old nanny by day and by night a self-taught cook who's passionate about food. She intends to attend a culinary school in autumn. Heather always prepares the whole event on her own. She also serves the food and takes care of the last-minute changes. What enchanted me the most about the evening was not so much the food as the concept. Literally, one big table, about 15 guests who had never met before, a relaxed environment and no dishes to wash up at the end. When asked about how the idea for the supper club had come about, Heather explained that a close friend encouraged her to start a supper club after he attended a dinner party at her house. After months of talking about the supper club, her friends began asking when they could come. So, really, it was peer pressure that made Heather start the supper club. She's been preparing suppers for a year now. What I love about the concept is that it seems so original. Restaurants are great, but they are a profitable business. Nothing beats eating in someone's home. And I feel like more and more people are looking for dining experiences that are about more than just the food – knowing not only where the food comes from, but the people who make it. I know I would never have been able to afford a similar meal at a restaurant, and it undoubtedly wouldn't have been so much fun.

adapted from www.huffingtonpost.com

Zadanie 5.

One

As many as 400 applicants received an email from the admissions office of St. Catharine's College which included details of the forthcoming academic year. They were also congratulated on being admitted to the college, though nearly half of them had already been turned down weeks earlier. The error must have been made by an admissions officer who sent out the mass email using the wrong distribution list which included the rejected students. A college spokesman said an apology would be sent immediately, but ruled out the possibility of admitting the people who were originally rejected.

Two

When Jonathan Grey, a maths professor, discovered that some students had cheated in his exam, he gave a lecture on ethics that he then put on *YouTube*. In the lecture, he told his students he had enough evidence to identify most of the cheats. However, instead of punishment, he proposed a deal. If the students admitted to their cheating, they would be allowed to retake the exam. The professor did not expect such a huge reaction as it turned out that 80% of all the students had cheated.

Three

Fifty students from Kenton school have been disqualified from an A-level exam after a teacher mistakenly told them that they could take books in and refer to them during the exam. On finding out about the blunder, the Examination Board said they had no choice but to disqualify all 50 candidates. They will have to take their English language and literature A-level again. It goes without saying that despite profuse apologies from the school, the students and their parents are extremely annoyed.

Four

The Examination Board has published a consultation paper on the future of A-levels. It recommends making exam tasks more difficult and limiting the possibility of taking the same exam twice. 20 top universities, including Oxford and Cambridge, have backed the proposals, saying current tests are far too easy. They also share the opinion that the Maths A-level course poses particular problems because some tasks are not challenging enough to adequately prepare students to do degrees in engineering.

Five

A student, Elly Nowell, has sent her own rejection letter to a prestigious university. She complained about their extremely formal interview procedures which are intimidating to pupils from comprehensive schools. Public school applicants, in her opinion, are bound to do better during the interview process as they are accustomed to such formal situations. Imitating a standard university rejection letter, she wrote, "I very much regret to inform you that I will be withdrawing my application. I am afraid you do not quite meet the standard of the universities I will be considering." So far there has been no reply to her letter.

*adapted from www.independent.co.uk; thecynicaleconomist.com/2010/11/22/
www.guardian.co.uk/education/2012/jun/26/fifty-students-disqualified-exam-as-levels*

Zadanie 6.

Interviewer: Trevor Baylis, best known as the inventor of the wind-up radio, is with us today. Trevor, what gave you the idea for this radio?

Trevor Baylis: I was watching a programme about a disease in Africa which was killing many people. The only way they could get information about how to prevent it was through the radio. But in many remote parts of Africa there was no electricity. And batteries were rare and horrendously expensive. I wanted to find an alternative solution. I thought of the old-fashioned gramophone which had a handle on it. You had to turn it to make the record go round and play. And I thought that the same idea could be used for a radio. You see, you just wind the thing up and when you release the spring, it drives a small dynamo, which in turn drives the radio.

Interviewer: Well, that sounds quite simple. So why do so few of us become inventors?

Trevor Baylis: In my opinion, anybody can be an inventor. Basically, we all have good ideas which we do nothing about because they don't seem like inventions to us. Then, a few years later, we see a product based on the same concept in the shop window and wonder why we gave up on that idea in the first place. It's always disappointing but it shows that your idea had much more potential than you thought.

Interviewer: I heard recently that science and engineering courses are becoming less popular. That must be bad news for would-be inventors.

Trevor Baylis: I think it is. Young people need to get at least a glimpse of the basics of engineering. If the power goes off, they should know how to reset a circuit

breaker. They ought to know how to do minor car repairs or bike maintenance work. They should learn how to cut a bit of wood with a saw and make items for the garden like a planter box or a bench. We should provide them with sufficient hands-on experience, so if they buy a house in the future, they can do the necessary repairs.

Interviewer: Is information technology helpful for inventors in their work?

Trevor Baylis: Undoubtedly, it makes preparing a prototype much easier. In my day, we only used handheld tools. Now you can produce a three-dimensional picture on a screen, which can then be converted into a real thing made of plastic or some alternative material. But that doesn't mean computers are the solution to every problem. Don't get me wrong, I'm not suggesting the computer should be put in the bin, it's a wonderful piece of equipment. However, it's just a tool. If you lose that tool or it breaks down – what are you going to do? You've got to have a backup plan. You need to know where else you can look for the information that you need. Also, you ought to be able to do things by hand.

Interviewer: The statistics show that only 10% of all patents have been obtained by females. Why is this so?

Trevor Baylis: We have to look at the problem in a broader historical context. There were periods when women's access to education and careers was limited. Also society's expectations for them to be mothers and wives meant they were not encouraged to become inventors. And even if a woman invented something, it wasn't given as much recognition as things created by a man. Has anybody heard of Grace Hopper, who invented programming languages, or Mary Anderson, the inventor of windshield wipers?

Interviewer: Thankfully, a lot has changed in recent years.

adapted from www.bcs.org; <http://cogsci.stackexchange.com>