

UZUPEŁNIA ZESPÓŁ NADZORUJĄCY

KOD UCZNIĄ

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PESEL

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*miejsce
na naklejkę*

EGZAMIN W KLASIE TRZECIEJ GIMNAZJUM

**CZĘŚĆ 3. JĘZYK ANGIELSKI
POZIOM ROZSZERZONY**

Instrukcja dla ucznia

1. Sprawdź, czy na kolejno ponumerowanych 16 stronach jest wydrukowanych 8 zadań. Ewentualny brak stron lub inne usterki zgłoś nauczycielowi.
2. Czytaj uważnie wszystkie teksty i zadania. Wykonuj zadania zgodnie z poleceniami.
3. Teksty do zadań od 1. do 2. zostaną odtworzone z płyty CD.
4. Rozwiązania zapisuj długopisem lub piórem z czarnym tuszem/atramentem. Nie używaj korektora.
5. W niektórych zadaniach podanych jest kilka odpowiedzi do wyboru, np. od A do E. Wybierz i zaznacz tylko jedną odpowiedź.

Powodzenia!

**UZUPEŁNIA ZESPÓŁ
NADZORUJĄCY**

Uprawnienia ucznia do:

- dostosowania kryteriów oceniania
- nieprzenoszenia zaznaczeń na kartę

**12 KWIETNIA
2019**

**Godzina
rozpoczęcia:
11:00**

**Czas pracy:
do 90 minut**



GA-R4-192

Zadanie 1. (0–6)

Usłyszysz dwukrotnie dwa teksty. W zadaniach 1.1.–1.6., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C. Zadania 1.1.–1.3. odnoszą się do pierwszego tekstu, a zadania 1.4.–1.6. do drugiego.

Tekst 1.

Usłyszysz rozmowę dwojga nastolatków.

1.1. Yesterday Peter saw some celebrities who were

- A. speaking about Earth Hour on TV.
- B. taking part in a public event.
- C. letting off fireworks.

1.2. The cinema Amy describes is unusual because

- A. everyone has to ride a bike.
- B. cyclists get blankets as gifts.
- C. cyclists make it possible to show films.

1.3. Amy and Peter are talking about how Earth Hour

- A. became popular at their school.
- B. promotes keeping fit.
- C. can be celebrated.

Tekst 2.

Usłyszysz fragment wypowiedzi chłopca.

1.4. The winner of the 3D printing competition designed

- A. an animal figure.
- B. a piece of jewellery.
- C. a musical instrument.

1.5. The money collected at the school fair was

- A. used to buy some equipment.
- B. given away to help some animals.
- C. spent on theatre tickets for students.

1.6. The boy is talking about

- A. his experience of 3D technology.
- B. his dad teaching him 3D printing.
- C. his ideas for future uses of 3D technology.

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat karier nastoletnich przedsiębiorców. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (2.1.–2.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. I changed the family business.
- B. You can buy my products online.
- C. I earned money by helping my family.
- D. Reusing things helped me solve a problem.
- E. I was inspired by something prepared by a relative.

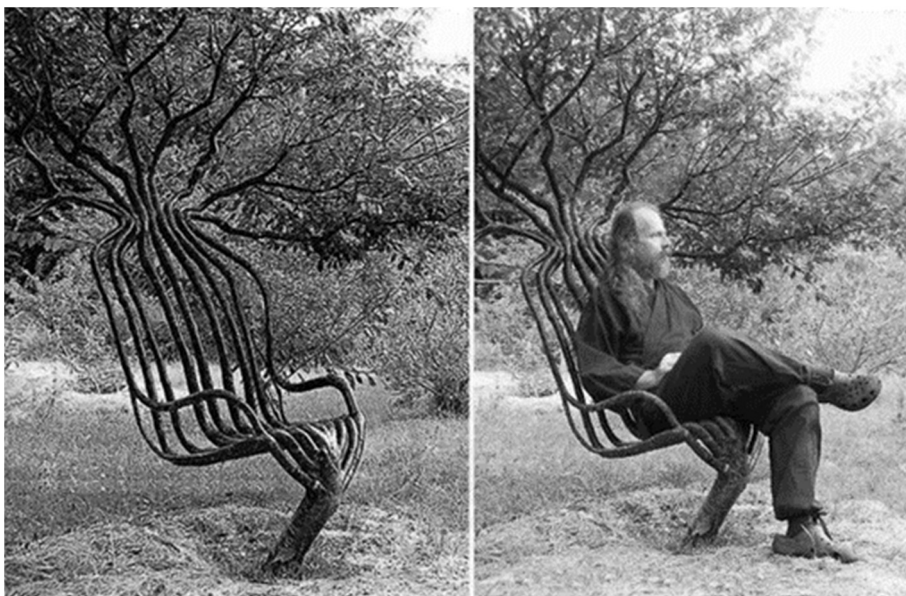
2.1.	
2.2.	
2.3.	
2.4.	

pusta strona

Zadanie 3. (0–3)

Przeczytaj tekst. Do każdego akapitu (3.1.–3.3.) dopasuj właściwy nagłówek (A–E). Wpisz odpowiednią literę obok numeru każdego akapitu. Uwaga! Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego akapitu.

- A. The types of trees in a Pooktre garden
- B. The practical use of Pooktre art
- C. The fastest way of forming Pooktre trees
- D. The beginnings of Pooktre art
- E. The definition of Pooktre art



Pooktre Art

3.1. _____

Pooktre is a form of art in which you grow trees in a special way. Pooktre artists create beautiful shapes by making trees look like people or objects. This type of art does not hurt or damage trees. Instead, living trees are formed as they grow so as to take on different shapes based on a Pooktre artist's design.

3.2. _____

Pooktre art was invented by Peter Cook and Becky Northey in South East Queensland, Australia, in 1996. It was inspired by Becky's hobby – making sculptures from wood. One day, she decided that creating shapes from cut-down trees is not eco-friendly. She wanted to live on a planet that is both beautiful and healthy. Becky shared her thoughts with Peter and as a result of their long discussions Pooktre art was born.

3.3. _____

A Pooktre garden in front of your house does not only have a “wow” effect on your visitors. Many Pooktre garden owners have also discovered that this type of art makes their lives more comfortable. They literally grow their own garden furniture: armchairs, tables and benches. They say it's not the fastest way of furnishing a garden, but it is definitely cheap and effective.

Zadanie 4. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (4.1.–4.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

A Trick Played on a Friend

One day, Mark Twain went to the horse races. After the event, he wanted to take a train to London. 4.1. _____ He had lost all his money, so he asked Twain to buy him a ticket to London. Twain checked in his pocket to see how much money he had. 4.2. _____ He thought about playing a trick on Lucas. So he said: “Sorry, I haven’t got enough money for two tickets. I’ll buy a ticket for myself and you can hide under my seat. The ticket inspector won’t see you when he comes.”

When Twain returned from the ticket office, they boarded the train and found an empty compartment. 4.3. _____ After some time, the inspector came to check the tickets. Twain, who had, in fact, bought two tickets, handed them to him with a smile. 4.4. _____ “Whose is the other ticket?” he asked. “Oh, it’s my friend’s,” answered Twain. “He likes travelling under the seat.”

- A. Lucas quickly hid under Twain's seat.
- B. The inspector looked round in surprise.
- C. Suddenly, a funny idea came to his mind.
- D. At that time, his friend was able to buy a ticket.
- E. When he got to the station, a friend, Lucas, stopped him.

Zadanie 5. (0–3)

Przeczytaj informacje o trzech osobach (5.1.–5.3.) oraz opisy czterech psów ze schroniska (A–D). Do każdej osoby dopasuj opis psa, którego ta osoba mogłaby zaadoptować. Wpisz odpowiednią literę obok numeru każdej osoby. Uwaga! Jeden opis psa został podany dodatkowo i nie pasuje do żadnej osoby.

5.1. _____

My friends often visit me, so I'd like the dog to be nice to them. I hope he'll enjoy playing with my cat, too. As my flat isn't big I'd prefer not to have a very lively dog. To spend more time with him I'd like to take him to a dog school. I will have to get there on foot as I don't drive.

5.2. _____

I'm thinking of adopting a clever and active dog. I'd like the dog to guard our house, so he shouldn't trust strangers. I'd love to teach my dog tricks and take him for long walks. I hope he'll be happy with me.

5.3. _____

I'm not keen on walking. I hope my dog will be happy to run about in my large garden and give a warm welcome to the people who visit me. Instead of spending time training him, I'll try to become his real friend.

A.

Atos enjoys playing with other dogs. Because of his lively nature, he needs a lot of space. He likes all the staff and also people he doesn't know. The people who look after him say he doesn't like learning new tricks.

B.

Bingo is a kind dog who likes both people and animals. He isn't very big, so you won't need much space for him. He hasn't got much energy, but his patient nature means he has no problems learning new things. He loves long walks.

C.

Clappy is a well-trained guard dog that doesn't welcome strangers. He enjoys having a lot of space. Because of his age, he isn't fond of running or walking long distances. He used to live with a cat, but he isn't friendly to other animals.

D.

Dino is a young and large dog who is very loyal. He needs exercise. If he can't run about, or go outside, he feels sad and lonely. He'll be easy to train as he is a fast learner. He isn't very friendly to visitors, so he'll be great at protecting your place.

Zadanie 6. (0–5)

Przeczytaj tekst. Uzupełnij go, wpisując w każdą lukę (6.1.–6.5.) jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga! Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

bike	get	leave	old	quick	street
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You won't believe what happened near my school yesterday.

It was warm and sunny, so most of my classmates

6.1. _____ the school building for the lunch break. In front of the building there is a big bike-parking place because lots of us cycle to school. We sat on a few benches nearby and started to chat. Suddenly, one of the girls

6.2. _____ up and began to shout. We all looked around and saw a boy who was cutting the chain lock on one of the 6.3. _____ in the school's parking

place. He looked a few years 6.4. _____ than us. He sat on the bike and rode off. I realized that it was my bike, and so did the boys from my class. They jumped up and ran after the thief very 6.5. _____.

They managed to catch him after about 200 metres. One of them called the police and I soon had my bike back.

Zadanie 7. (0–5)

Uzupełnij zdania 7.1.–7.5., wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, 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, wliczając w to wyrazy już podane.

7.1. What about (go / London) _____
_____ next weekend?

7.2. If Ann wants to win the tournament, she (have / play)

tennis every day for the next two months.

7.3. My sister and I have similar rooms but her bed (be / comfortable) _____
than mine.

7.4. The pizza (be / deliver) _____
_____ by a girl on a scooter five minutes ago.

7.5. Why (you / watch) _____
this cartoon now? You've got so many things to do!

Zadanie 8. (0–10)

Jesteś na obozie sportowym. W e-mailu do kolegi z Londynu:

- wyjaśnij, dlaczego zdecydowałeś / zdecydowałaś się pojechać na ten obóz
- opisz swojego trenera
- napisz o swoich sukcesach sportowych odniesionych na tym obozie.

Podpisz się jako XYZ.

Rozwiń swoją wypowiedź w każdym z trzech podpunktów, pamiętając, że długość e-maila powinna wynosić od 50 do 100 słów. Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

CZYSTOPIS

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BRUDNOPIS (nie podlega ocenie)

