

UZUPEŁNIA ZESPÓŁ NADZORUJĄCY

KOD UCZNIĄ

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PESEL

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*miejsce
na naklejkę*

EGZAMIN W KLASIE TRZECIEJ GIMNAZJUM

**CZĘŚĆ 3. JEZYK ANGIELSKI
POZIOM ROZSZERZONY**

**UZUPEŁNIA ZESPÓŁ
NADZORUJĄCY**

Uprawnienia ucznia do:

- dostosowania
kryteriów oceniania
- nieprzenoszenia
zaznaczeń na kartę

Instrukcja dla ucznia

1. Sprawdź, czy na kolejno ponumerowanych 9 stronach jest wydrukowanych **7 zadań**. Ewentualny brak stron lub inne usterki zgłoś nauczycielowi.
2. Wszystkie zadania rozwiąż długopisem lub piórem.
3. Czytaj uważnie wszystkie teksty i zadania.
4. Wykonuj zadania zgodnie z poleceniami.
5. W każdym zadaniu jest tylko jedna poprawna odpowiedź.

W niektórych zadaniach musisz wpisać znak **X** w kratkę obok poprawnej odpowiedzi, np.

A. B. C.

W innych zadaniach musisz wpisać w kratkę odpowiednią literę, np.

1. C

6. Jeśli się pomylisz, otocz kratkę z błędną odpowiedzią kółkiem i podaj inną odpowiedź, np.

A. B. C.

albo

1. C *E*

**12 KWIETNIA
2019**

**Godzina rozpoczęcia:
11:00**

**Czas pracy:
do 90 minut**

Powodzenia!



GA-R7-192

Zadanie 1. (0–5)

Przeczytaj tekst. Dopasuj tytuł (A–F) do każdej części tekstu. Wpisz odpowiednią literę w każdą kratkę (1.–5.).

Uwaga! Jeden tytuł został podany dodatkowo i nie pasuje do żadnej części tekstu.

A. Costumes	B. Audience reaction	C. Prize
D. Practice	E. Storyline	F. Decorations

SCHOOL PANTOMIME

1.

Last year a few students, with the help of some teachers, decided to prepare a pantomime and show it to our school. Their choice was Shrek – the famous, friendly ogre who falls in love with Princess Fiona. He saves her from a dark castle and fights with the bad character Lord Farquaad.

2.

Our English teacher prepared the script. He worked with the students very hard for three months. They tried different ways of acting the scenes to help the audience understand the story. They also learnt how to use face and body language to express their characters' feelings.

3.

Parents also helped the students playing in the show. They prepared amazing clothes for each character. Shrek looked like a real ogre and Princess Fiona wore a beautiful dress. Donkey had a mask and Lord Farquaad a wonderful red coat.

4.

The students also had to prepare the stage for the show. Our art teacher helped them to make lots of large green paper trees to create a forest in the hall. There was also a castle with brown walls made of cardboard. Everything was carefully painted, so it looked great.

5.

On the day of the show, the hall was full of people: students, teachers, parents, brothers and sisters who came to school to see the pantomime. Everyone laughed a lot. When the show finished, everybody clapped for ten minutes. The children loved it. The show was a big success.

Zadanie 2. (0–5)

Przeczytaj tekst. Uzupełnij go brakującymi fragmentami zdań (A–F). Wpisz odpowiednią literę w każdą kratkę (1.–5.).

Uwaga! Jeden fragment zdania został podany dodatkowo i nie pasuje do tekstu.

Maths and science were Joseph’s favourite subjects. When he was 15 years old, Joseph visited a huge science museum. He 1. the maths exhibition called *A World of Numbers*.

When he saw the *Golden Ratio* formula, he immediately thought it was not correct. But to be sure that there was a mistake in it, he checked it on his phone using Wikipedia and other websites. “I 2. are minus signs instead of plus signs in the formula for the *Golden*

Ratio,” Joseph told the assistant at the reception. Amazingly, no one had noticed 3. .

Not the experts. Not the museum staff. Not the thousands of people visiting the museum.

No one, until Joseph. Two weeks later, the Museum e-mailed Joseph 4. he was right

and they were going to correct the mistake. As a reward, the Museum 5. to come and check out their next exhibition.

- A. the mistake for 35 years
- B. think that there
- C. every day
- D. became interested in
- E. to inform him that
- F. invited him

Zadanie 3. (0–5)

Przeczytaj tekst. Wybierz poprawną odpowiedź. Wpisz znak X w kratkę obok jednej z odpowiedzi: A, B albo C.

HITCHBOT, THE TRAVELLING ROBOT



It was an international sensation. Kids loved it. Adults loved it. Journalists followed its every move. Its name was HitchBOT and it was a hitchhiking robot created by a group of scientists from Canada. It sat near the road waiting for drivers to give it a free ride. It travelled across Canada and it also visited Europe: Germany and the Netherlands.

There was nothing scary about its looks. In fact, it looked rather funny with bright yellow boots, green gloves and a round body made of a blue plastic bucket. It was designed to be strong and not easy to break. Any driver who offered HitchBOT a ride had to carry it to his car because the robot could not move on its own. But they could chat to it because the robot could recognise speech and talk with people.

Did HitchBOT make any friends? Well, lots of them. A man and a woman who picked it up near Calgary took it to their friends' wedding party. It travelled with a rock band in Germany, but it couldn't go to their concert. It went fishing, camping, sightseeing. HitchBOT posted photos and videos from its journey on social media. When it completed its trip, the robot became part of an exhibition in a science museum.

“This robot was a social experiment. We wanted to see if people will help robots and how they will treat them,” explained the creators of HitchBOT. The results were great. With the help of friendly drivers HitchBOT was able to complete its journey.

Would you give a ride to a hitchhiking robot?

1. HitchBOT was built by scientists from

A. Canada.

B. Germany.

C. the Netherlands.

2. HitchBOT's shoes were

A. blue.

B. green.

C. yellow.

3. The people who travelled with HitchBOT

A. talked to it.

B. let it drive.

C. tried to repair it.

4. During its travels, HitchBOT took part in

A. a concert.

B. a wedding.

C. a car exhibition.

5. HitchBOT was an experiment to see

A. how people react to robots.

B. what people can learn from robots.

C. if there are problems with robot drivers.

Zadanie 4. (0-5)

Przeczytaj opis ilustracji. Uzupełnij luki w tekście, tak aby był on poprawny i zgodny z ilustracją. Wpisz znak X w kratkę obok jednej z odpowiedzi: A albo B.



In the picture we can see two teenagers. They are playing chess 1. _____. Both of them are wearing 2. _____. Now it's the girl's move. She is playing with 3. _____ chess pieces. The boy 4. _____ for his turn. We can see some trees 5. _____ him.

1.
A. outdoors
B. indoors

2.
A. jackets
B. T-shirts

3.
A. black
B. white

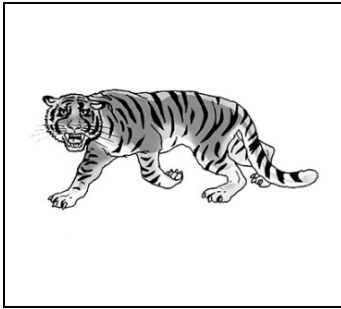
4.
A. waited
B. is waiting

5.
A. in front of
B. behind

Zadanie 5. (0-5)

Co przedstawiają obrazki? Wpisz w kratki brakujące litery.

1.



t				r
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2.



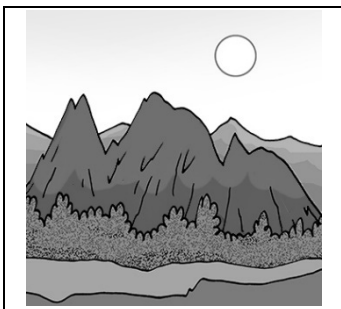
g		a		s
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3.



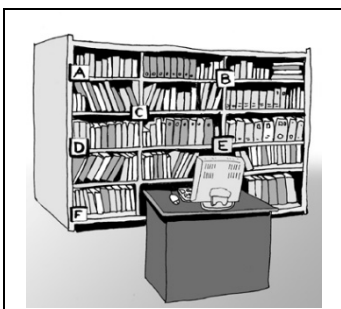
w			d				e
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4.



m			n					s
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5.



l			r			y
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Zadanie 6. (0-5)**Wpisz słowo podane w nawiasie we właściwej formie.**

1. Look at them! They (*dance*) _____ hip hop now.
2. My brother (*have*) _____ a new computer and he often plays online games.
3. They (*be*) _____ very surprised when they saw my Halloween costume.
4. Wash your (*hand*) _____, kids. Dinner's ready!
5. Tom came to the party with his sister Jenny. She is (*beautiful*) _____ girl I have ever met.

Zadanie 7. (0–10)

Opisz ilustrację, odpowiadając na podane pytania pełnymi zdaniami w języku angielskim.



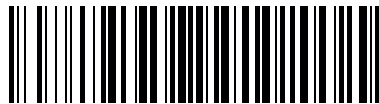
1. Who can you see in the picture?

2. Where are they?

3. What are they doing?

4. Do you think they feel happy? Why? Why not?

5. Which sport would you like to learn? Why?



Uprawnienia ucznia do:
dostosowania kryteriów oceniania

nieprzenoszenia zaznaczeń na kartę

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

KOD UCZNIĄ

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PESEL

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miejsce
na naklejkę

Nr zad.	Odpowiedzi					
1.1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
1.2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
1.3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
1.4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
1.5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
2.1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
2.2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
2.3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
2.4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
2.5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
3.1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C			
3.2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C			
3.3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C			
3.4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C			
3.5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C			
4.1	<input type="checkbox"/> A	<input type="checkbox"/> B				
4.2	<input type="checkbox"/> A	<input type="checkbox"/> B				
4.3	<input type="checkbox"/> A	<input type="checkbox"/> B				
4.4	<input type="checkbox"/> A	<input type="checkbox"/> B				
4.5	<input type="checkbox"/> A	<input type="checkbox"/> B				

WYPEŁNIA EGZAMINATOR

Zad.5	Pkt	
	0	1
5.1	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<input type="checkbox"/>	<input type="checkbox"/>
5.4	<input type="checkbox"/>	<input type="checkbox"/>
5.5	<input type="checkbox"/>	<input type="checkbox"/>

Zad.6	Pkt	
	0	1
6.1	<input type="checkbox"/>	<input type="checkbox"/>
6.2	<input type="checkbox"/>	<input type="checkbox"/>
6.3	<input type="checkbox"/>	<input type="checkbox"/>
6.4	<input type="checkbox"/>	<input type="checkbox"/>
6.5	<input type="checkbox"/>	<input type="checkbox"/>

Zad.7	Pkt		
	0	1	2
7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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KOD EGZAMINATORA

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Czytelny podpis egzaminatora