

UZUPEŁNIA ZESPÓŁ NADZORUJĄCY

KOD UCZNIĄ

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PESEL

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*miejsce
na naklejkę*

EGZAMIN W KLASIE TRZECIEJ GIMNAZJUM

**CZEŚĆ 3. JĘZYK ANGIELSKI
POZIOM ROZSZERZONY**

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 **×** 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*

**UZUPEŁNIA ZESPÓŁ
NADZORUJĄCY**

Uprawnienia ucznia do:

- dostosowania kryteriów oceniania
- nieprzenoszenia zaznaczeń na kartę

**20 KWIETNIA
2016**

**Godzina rozpoczęcia:
11:00**

**Czas pracy:
do 90 minut**

Powodzenia!



GA-R7-162

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. Don't spend too much	B. Make a list of things to buy	C. Don't forget about fashion
D. Take someone with you	E. Ask the sales staff for help	F. Choose the right size

LET'S GO SHOPPING!

When you go shopping for clothes, it is good to remember a few things.

1.

It's easier to make a decision when somebody else is helping you. So go shopping with a person you really like and trust. It can be your best friend or your mum. It's more fun spending money with such a person than alone.

2.

It's always important to know how much you can pay for your shopping. Take your pocket money with you, but not everything. It is better to leave some cash at home. If you plan to buy things for \$10, then take only \$10, not more.

3.

Before you go shopping, think of the things you need, or want to buy, and write them down. If you don't want to take a piece of paper with you, you can make notes on your mobile phone.

4.

It is important to be sure that the things you want to buy look nice on you and fit you well. You should feel comfortable in your clothes, so try them on before making a decision. Don't buy clothes which are too small or too big for you.

5.

Finally, if you want a shirt, or a pair of shoes, but you can't find your favourite colour, don't be shy. Look around and when you see a shop assistant, tell him or her what you need. It's their job to help you and they surely will.

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.

Last winter Tom went skiing in the mountains, but it wasn't a nice experience. In the morning the weather was good, so he decided 1. the mountain and ski there. But, just after 1 p.m., some dark clouds appeared 2. to snow heavily. Tom couldn't see anything. He was scared 3. very hungry. At about 4 p.m. it began getting dark. Tom was really frightened. He wanted to go back, 4. which way to go. Suddenly, he saw two people walking down the mountain. He started waving and jumping, 5. and took him safely to the village.

- A. but he didn't know
- B. when he didn't go
- C. to go up
- D. and he felt
- E. and it started
- F. so they came up to him

Zadanie 3. (0–5)

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

THE STORY OF STREET ART

Modern graffiti started in the 1970s when young men from Manhattan began writing their names with marker pens on walls around the city. It was more exciting than writing with a pencil on paper. Later, other people used spray paint to write their names on buildings.

Most people get angry when they find ugly graffiti on buildings. They would like to clean it off the walls, but it's not easy. That's why they phone the police and ask them to arrest graffiti painters. But it's difficult to catch the painters, as they often work at night.

However, there are cities that have special areas where street artists can paint graffiti. Tourists come to these places to see the colourful graffiti. Gloucester Road in Bristol was just an old, boring street. Now artists paint new graffiti there every day. They simply cover the old pictures with new ones. If you see a picture you like, take a photo of it, because next time there may be a different picture in its place.

Sol is a young graffiti artist. She says, "When I make a picture, I design it first in my notebook, and then I paint it on the wall. Then I ask my dad to buy the paint, because I'm too young to buy spray paint. When I finish my picture, my dad takes a photo of me standing in front of it."

Sol knows that large companies employ graffiti artists to create advertisements, but she doesn't want to make ads. She would like to paint the grey buildings in her city to make them beautiful. She has already painted a wall outside a library near her house.



1. The first modern graffiti was done with

A. a pencil.

B. a marker pen.

C. spray paint.

2. How do some people react to ugly graffiti on walls?

A. They call the police.

B. They destroy it.

C. They tell the painters to clean the walls.

3. The graffiti pictures in Gloucester Road in Bristol

A. are old.

B. are painted by tourists.

C. often change.

4. Before Sol paints graffiti on the wall,

A. she buys spray paint herself.

B. she takes a photo of the wall.

C. she draws the graffiti in her notebook.

5. In the future, Sol wants to

A. make her city look nicer.

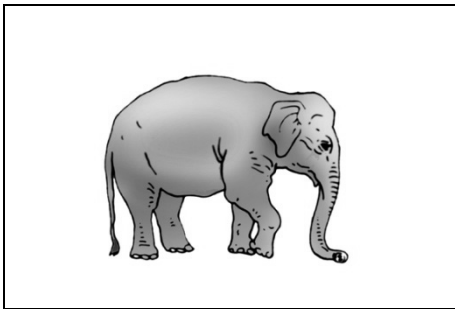
B. create advertisements.

C. work in a library.

Zadanie 5. (0-5)

Co przedstawiają rysunki? Wpisz w kratki brakujące litery.

1.



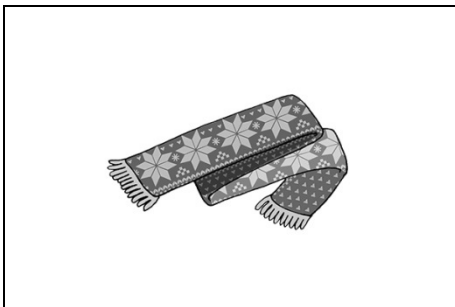
e				h			t
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2.



p				e
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3.



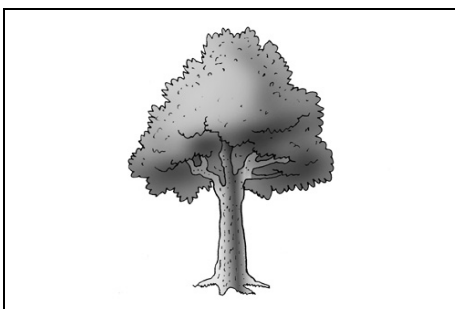
s				f
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4.



c			e
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5.



t			e
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Zadanie 6. (0-5)

Wpisz słowo podane w nawiasie we właściwej formie.

1. She is a student. She (*do*) _____ her homework now.
2. The monster has ten (*foot*) _____ and a big head.
3. The book is (*good*) _____ than the film.
4. My cousin lives with (*we*) _____.
5. Her uncle (*work*) _____ in my school last year.

Zadanie 7. (0–10)

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



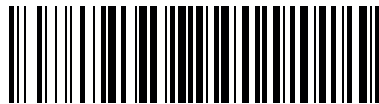
1. Who is in the picture?

2. Where are they?

3. What are they doing?

4. What is the season of the year?

5. What do you like doing in your free time?



Uprawnienia ucznia do:
dostosowania kryteriów oceniania

nieprzenoszenia zaznaczeń na kartę

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

KOD UCZNIĄ

PESEL

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

Pkt	0	1
Zad.5		
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"/>

Pkt	0	1
Zad.6		
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"/>

Pkt	0	1	2
Zad.7			
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