

**Odpowiedzi do zadań zamieszczonych w arkuszu
egzaminu gimnazjalnego z języka angielskiego
(poziom rozszerzony)**

12 KWIETNIA 2019

opracowane przez ekspertów Nowej Ery

UWAGA: W zadaniach otwartych eksperci przygotowali odpowiedzi przykładowe. Mogą one różnić się od Twoich, ale pamiętaj, że każde poprawne i pełne rozwiązanie zostanie ocenione przez egzaminatorów zewnętrznych na najwyższą liczbę punktów.

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.

Tekst 1.

Peter: Hi, Amy. Yesterday was *Earth Hour* day. Did you remember to switch off the lights between 8 and 9 p.m.?

Amy: Of course I did. And you? Did you sit at home in the dark?

Peter: No. First I went to watch fireworks near my place. Next I walked to the city centre to join a street march. There were many TV stars. They were marching with candles and banners. They probably did it to make *Earth Hour* more popular. And I think it really worked. And what about your *Earth Hour* day?

Amy: I had a really good time! My brother took me to the outdoor cycle cinema. Have you heard of this project?

Peter: No, what is it?

Amy: At a cycle cinema, there are a few cyclists who volunteer to pedal bikes. When they pedal, the audience can watch the film. But if they stop, the screen goes dark. Everyone has fun. And you don't need a ticket to watch the film.

Peter: But if the cinema is outdoors, aren't people cold?

Amy: It isn't a problem. There are free blankets for those who aren't cycling.

Peter: Sounds great. I think I'll try it next year. Or maybe at the next *Earth Hour* we'll organize a cycle cinema at our school? What do you think?

Amy: Great idea. It could make *Earth Hour* popular among the students.

Tekst 2.

Boy: A year ago 3D printing classes were introduced at my school. With the help of a passionate teacher, we quickly learnt how 3D printing works. In my second lesson, I made a figure of a wolf and after two months I took part in a 3D printing competition. My ring and earrings got the second prize. But I must say that the winning object – a flute, designed by my friend, was brilliant and it had a beautiful sound when you played it.

Then we invited our parents to take part in 3D printing classes at our school. First we taught them the basics of 3D printing and then asked them to design models of world-famous buildings. My dad did a great job! When the models were ready, we sold them at the school fair. We weren't sure what to do with the money we had earned. At the beginning we wanted to save up for new 3D printing equipment. Another idea was to buy theatre tickets. But finally we decided to give the money to a dogs' home.

This technology is helpful and great fun. Who knows, maybe one day I'll discover new ways of using it.

Źródło: Egzamin w klasie trzeciej gimnazjum, część 3. Język angielski, poziom rozszerzony, CKE, 2019.

ODPOWIEDZI:

1.1.B, 1.2.C, 1.3.C, 1.4.C, 1.5.B, 1.6.A

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.

Wypowiedź 1.

Boy: When I was 10, my computer broke, but I was able to fix it. I replaced the broken part with a new one. Then I began repairing computers for some of my relatives. They paid me, so I always had some extra cash. At the age of 15, I knew enough about computers to start my first business. I hoped it would be a success, and it was!

Wypowiedź 2.

Girl: I'm quite successful as my products are sold in over 40 local shops. Recently, I even had an offer from an Internet store, but I'm still not sure what to do about it. How did I begin? Well, as a child, I enjoyed the strawberry jam made by my grandma Dorothy. Then I learned how to make it myself and started selling it at farmers' markets. It was a hit from the start.

Wypowiedź 3.

Boy: Some time ago I couldn't find a birthday present for my friend. Fortunately, I had an idea. Instead of throwing away bottle caps, tins and old pieces of leather I used them to make a fun bracelet. My friend liked it a lot so I kept producing similar bracelets and necklaces. Now I have a little shop with hand-made decorations. It's a good business but to get new customers I'm thinking of selling online too.

Wypowiedź 4.

Girl: Two years ago I took part in a competition for the best birthday card. My family were so impressed with my work that they encouraged me to draw cards for sale. I created a website and started to sell my designs on the Internet. I'm happy about how my business is developing. I hope that soon you'll find my cards in shopping centres as well.

Źródło: Egzamin w klasie trzeciej gimnazjum, część 3. Język angielski, poziom rozszerzony, CKE, 2019.

ODPOWIEDZI:

2.1.C, 2.2.E, 2.3.D, 2.4.B

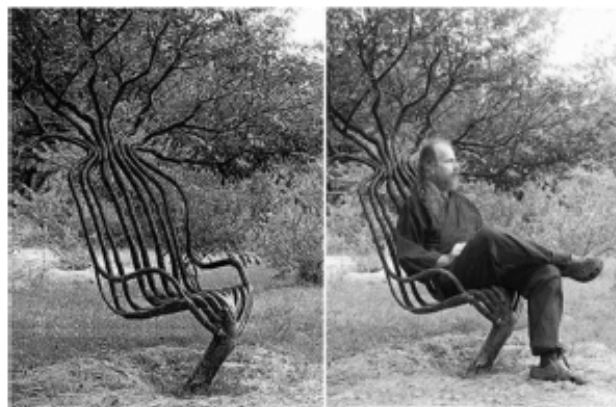
Zadanie 3. (0–3)

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.

Źródło: Egzamin w klasie trzeciej gimnazjum, część 3. Język angielski, poziom rozszerzony, CKE, 2019.

ODPOWIEDZI:

3.1.E, 3.2.D, 3.3.B

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.

Źródło: Egzamin w klasie trzeciej gimnazjum, część 3. Język angielski, poziom rozszerzony, CKE, 2019.

ODPOWIEDZI:

4.1.E, 4.2.C, 4.3.A, 4.4.B

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.

Źródło: Egzamin w klasie trzeciej gimnazjum, część 3. Język angielski, poziom rozszerzony, CKE, 2019.

ODPOWIEDZI:

5.1.B, 5.2.D, 5.3.A

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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Ann:

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.

Źródło: Egzamin w klasie trzeciej gimnazjum, część 3. Język angielski, poziom rozszerzony, CKE, 2019.

ODPOWIEDZI:

6.1. left

6.2. got

6.3. bikes

6.4. older

6.5. quickly

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!

Źródło: Egzamin w klasie trzeciej gimnazjum, część 3. Język angielski, poziom rozszerzony, CKE, 2019.

ODPOWIEDZI:

7.1. going to London

7.2. will have to play

7.3. is more comfortable

7.4. was delivered

7.5. are you watching

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.

Źródło: Egzamin w klasie trzeciej gimnazjum, część 3. Język angielski, poziom rozszerzony, CKE, 2019.

UWAGA! PRZYKŁADOWA ODPOWIEDŹ:

Hello Tom,

I'm sorry I haven't written for a while but I was busy. I want to tell you about a sports camp I attended in June.

I have been playing football for almost 4 years but I wanted to become a better goalkeeper, so I decided to go to a summer camp in Gdańsk. I chose this camp because my friend recommended it to me. Last year he got into the school team after spending two weeks there.

During the camp we had the chance to play with some of the best Polish footballers and to learn from them. We had almost 6 hours of training every day, not only on the pitch but also at the gym and the swimming pool. We also attended special classes where we learnt about football tactics.

My coach was an amazing person. He was very patient and outgoing. In his youth, he played for Lech Poznań and won the championship. Now he is about 45 years old, but is still a very sporty person. During the school year he works as a PE teacher. He is very tall with brown, curly hair and a long beard.

At the camp we had an important match against older footballers and guess what – we won! I even managed to save a penalty. I was very happy!

That's all for now. Say hello to your sister from me.

See you soon,

XYZ