

**MATERIAŁY DO OPRACOWANIA NA LEKCJACH ZDALNYCH
Z JEZYKA ANGIELSKIEGO
ZJAZD 24.10 - 06.11.2020
II LO, SEMESTR III , ROK SZKOLNY 2020/2021**

Imię i nazwisko

Klasa

Data

Zadanie 1. (5 pkt)

Przeczytaj tekst. Zaznacz znakiem X, które zdania są zgodne z treścią tekstu (T – True), a które nie (F – False). Za każde poprawne rozwiązanie otrzymasz 1 punkt.

THE ITALIAN EXPERIENCE

It was Sue's nineteenth birthday and she was in Italy on a gap year, working as an au pair. She'd been in Florence for six months and now she felt at home in the city. She had arrived totally frustrated by not knowing a single word of Italian, not even the words for "yes" and "no". Now Sue could communicate quite well. Instead of immediately guessing, "You're English, aren't you?" people said, "You're not from around here, are you?" She was very proud of that difference.

It was her first birthday away from home. Back in England, her birthdays were almost a routine. Her family woke her with a strong tea and presents and in the afternoon she met up with some friends in town. But after a few months here, the few letters she'd had from her friends about parties and who was going out with whom had made them seem less, rather than more, real.

This day, her nineteenth birthday, started with a cup of delicious Italian coffee. She read the birthday card one of her friends had sent her by email, but there was nothing special about it. And suddenly Niccolo, the three-year-old she looked after, ran into her room and presented her with a colourful picture of some long-tailed creatures. He had drawn it himself. "How sweet of him," she thought. She hadn't expected a present like that.

When Sue started to look after Niccolo, he was a very naughty child. He screamed and cried if he didn't get what he wanted. There were lots of things he didn't eat and items of clothing he refused to wear. He was also terrified of water, so he didn't want to take a bath. Sue looked at him and realized that the boy was just like she used to be when she was three years old. Back then water was something scary for her too. And she also hated clothes that fitted too tightly and had to be pulled over her head. At that moment she understood how the boy felt, and immediately wanted to help him but didn't quite know how.

And then one week later, when Niccolo's parents went away on business, she had an idea. When he ran after her into the bathroom where she was filling the bath with water, she didn't ask him to get in it. Instead she played with the water, ignoring him. Keeping his eyes on her, he played too. In the end he asked her if he could get in. She didn't answer at once, pretending she was thinking about it, then agreed. Sue did the same with food. She didn't force him to eat, but she ate one sandwich after another in front of him. He looked at her hungrily while she told him stories about children who weren't afraid of anything. As he listened to the stories, he picked up his sandwich and began to eat. Sue pretended not to

notice. He finished his plate. When Niccolo's parents returned, they were surprised to find him completely different from what he used to be like.

adapted from The Growler by Julie Myerson

T / F

1. After six months in Florence, Sue was satisfied with her progress in Italian. T / F
2. Sue's friend sent her an unusual drawing for her 19th birthday. T / F
3. Niccolo reminded Sue of herself when she was the same age. T / F
4. Sue tricked Niccolo into doing everyday things he didn't like. T / F
5. The story is about how a girl celebrated her birthday with relatives in Italy. T / F

Zadanie 2. (0–5 pkt)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B albo C.

SWEDISH ICE HOTEL

The Ice Hotel, which is located in the northern Swedish town of Jukkasjärvi, is rebuilt at the beginning of every winter. It is constructed of ice blocks. Everything, including 2.1. _____ the furniture and kitchen appliances, is made of ice. This year, however, the owners of the hotel 2.2. _____ by the town hall's architect they could not continue construction because there was not even one fire detector included in their plans. The hotel management were surprised but they agreed that in the hotel there were things that could easily 2.3. _____ fire, like pillows, sleeping bags or reindeer skins. "To us the most important concern is the safety of our clients, 2.4. _____ we will do our best to install the device as soon as possible," Beatrice Karlsson said at a press conference last week. Surprisingly, when the fire detector was finally installed yesterday, the alarm 2.5. _____ unexpectedly, making so much noise that it even frightened the reindeer gathered near the hotel.

adapted from www.independent.co.uk

- | | | |
|-------------------|-------------|-----------------|
| 2.1. A. most | B. all | C. each |
| 2.2. A. were told | B. told | C. were telling |
| 2.3. A. give | B. catch | C. bring |
| 2.4. A. because | B. although | C. so |
| 2.5. A. went off | B. broke up | C. took on |

Zadanie 3. (0-10 pkt)

Napisz wiadomość e-mail do kolegi/koleżanki z Anglii.

- Napisz co w tej chwili kupujesz.
- Poinformuj co wczoraj zjadłaś/zjadłeś.
- Przedstaw czego nie pijasz codziennie.
- Spytaj czy kolega spotka aktora w przyszłości.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty). Podpisz się jako XYZ.

Zadanie 4. (0-6 pkt)

Opisz poniższy obrazek i odpowiedz na pytania.



1. Why are the people renovating the room?
2. Do you like making improvements in your flat or house? (Why? / Why not?)
3. Describe a renovation in your or your friend's house or flat.

Zadanie 5. (0-6 pkt)

Opisz poniższy obrazek i odpowiedz na pytania.



1. How are the students feeling in the lesson?
2. What kind of subjects do you like best? (Why?)
3. Describe the most interesting lesson you've had.

**DLA PRZYPOMNIENIA PONIŻEJ INSTRUKCJA POPRAWNEGO OPISU OBRAZKA
W JĘZYKU ANGIELSKIM**

In the picture I can see ...

- Kogo widzimy i opis tej osoby/osób + (ubranie - He/She is wearing ...)
- Co robi/robią (Present Continuous)
- Gdzie ta osoba / osoby się znajduje/znajdują i opis tego miejsca

Example:

In the picture I can see a young woman and a man. They are young and happy. She has blonde hair and she is wearing a pink blouse and jeans. He has dark, short hair and he is wearing a red T-shirt and blue jeans.

They are talking and walking.

They are in the park, next to a tree. The weather is good/bad.