Angielski: czytanie ze zrozumieniem (A2)

Zestaw 3 · klasy 6–8

Dłuższy tekst po angielsku w czasie przeszłym, prawda/fałsz, pytania otwarte i słówka – jak na egzaminie ósmoklasisty.

Czytanie ze zrozumieniem

Imię: _____ Data: _____ Wynik: ___ / 6

1 Przeczytaj uważnie tekst.

A new hobby

Have you ever tried climbing? I started six months ago, and now it's my favourite hobby. My cousin took me to a climbing centre for my birthday. At first I was scared because the wall was really high, but the instructor was very patient. She showed me how to use the rope and where to put my hands and feet.

Now I go there twice a week, on Mondays and Thursdays. I've already climbed the hardest wall for beginners, and next month I'm going to take part in my first competition. Climbing isn't only about strong arms. You also need to think carefully and plan your route, a bit like solving a puzzle.

If you want to try it, don't worry about being afraid. Everybody is scared at the beginning!

2 Zakreśl T (true – prawda) albo F (false – fałsz).

1. The writer started climbing a year ago. T F
2. The cousin took the writer to the climbing centre. T F
3. The instructor was impatient. T F
4. The writer climbs twice a week. T F
5. The writer has already taken part in a competition. T F
6. Climbing is a bit like solving a puzzle. T F

Czytanie – pytania i słówka

Imię: _____ Data: _____ Wynik: ___ / 10

3 Odpowiedz na pytania pełnym zdaniem po angielsku.

1. Why was the writer scared at first?

2. What did the instructor show?

3. When does the writer go climbing?

4. What do you need for climbing apart from strong arms?

4 Słówka z tekstu: dopasuj tłumaczenie.

1. rope	☐	a) przestraszony
2. patient	☐	b) zawody
3. scared	☐	c) trasa
4. route	☐	d) cierpliwy
5. competition	☐	e) wspinaczka
6. climbing	☐	f) lina

Klucz odpowiedzi

2. 1) F 2) T 3) F 4) T 5) F 6) T

3. 1) Because the wall was really high. 2) How to use the rope and where to put hands and feet. 3) On Mondays and Thursdays. 4) You need to think carefully and plan your route.

4. 1–f; 2–d; 3–a; 4–c; 5–b; 6–e