Wymagania edukacyjne niezbędne do uzyskania poszczególnych ocen z języka angielskiego

Klasa 3a i 3b- 2026/2027

Ocena dopuszczająca

Wiedza: alfabet, nazwy kolorów, liczby 1–20, formy powitań i pożegnań, konstrukcje: *That's A-N-D-Y, I'm ..., This is ..., I'm 8, My favourite colour / lucky number is …, I can see something starting with ..., I like (blue),* pytania: *What's your name?, What colour is it?, Who's this?, Right? How old are you?, What's your lucky number / favourite colour?,*nazwy uczuć, przymiotniki, nazwy członków rodziny, konstrukcje: *I'm / I'm not (sad), This is my (mum), I'm scared of (ghosts), Come on!, Phew!, He / She likes (water), I've / You've / He's got (a present), You can / can't*, pytania: *Who's this?, Where are they?, Is (she) worried?, Are you (happy)?, Can you see …?, Who's this / number (1)?, Where are they?, What's that?, Who's (happy)?, How do you feel?,* krótkie odpowiedzi, nazwy uczuć, nazwy ubrań, nazwy zjawisk pogodowych, nazwy pór roku, nazwy miesięcy, konstrukcje: *It's (raining), It's / isn't (hot), I'm wearing (a coat), He's wearing (a coat), It's (winter),* pytania: *Who's this?, Where are they?, What's the weather like?, Is it (hot)?, What's he / she wearing?, Where's my (sweater)?, What's missing?, What's your favourite season?, Where (is) (a snowman)?, What's the month?,* nazwy czynności, nazwy uczuć, nazwy przedmiotów domowych i mebli, słowa związane ze sportem, konstrukcje: *I'm (dancing), He's / She's (jumping), Yes, it's (dancing)*; zwroty: *Look out!, Oh, dear!, He / She can (run),* pytania: *Who's this?, Where are they?, What is Chip?, What's he/she doing?, What's (he) wearing?, What is it doing?, Can you / he / she (throw a ball)?, Are you a (champion)?, Have you got / Has (he) got a (medal)?,* nazwy miejsc w mieście, przyimki miejsca, nazwy czynności, konstrukcje: *There's / isn't a (school), There are (shops), Let's go in!, Find the (girl),* pytania: *What's this?, How many cars?, Is there a …?, Can you see ..?, Where's the (school)?, Is it (behind) the chair?, Is there a (river) in your town?, What can you see in London?, Where is it?, Can you walk in Green Park?,* nazwy czynności życia codziennego, pory dnia, podawanie czasu, konstrukcje: *I (get up), It's (one) o'clock, It's half past (five), I (get up) at (nine) o'clock, She (gets up) at (nine o'clock), It's early, We're late, Come on!,* pytania: *What time is it?, What time do you / does she (get up)?, Who's this?, Where are they in picture (1)?, Is Mickey (tired)?, What time is it?, Is Goofy in the bathroom?, What's there for breakfast?, Is it dark?, What time does he (get up)?, Is it daytime?,* nazwy czynności, nazwy hobby, nazwy dni tygodnia, konstrukcje: *I go (swimming), He goes (hiking), I (have art. lessons) at the weekend, I have fun, She (goes swimming) on (Monday), I don't do (karate) on (Friday), We do (ballet) on (Thursday),* pytania: *What's (he) doing?, Who's this?, Where are they?, Who's (dancing)?, Do you (go) (swimming)?, What day is it today?, What colour is the word ('Friday')?, Which day is missing?, Who's this?, What does he/she do on (Monday)?, Where (is) (the girl)?, What is she doing?,*nazwy zwierząt, nazwy pożywienia dla zwierząt, konstrukcje: *Crocodiles) eat (meat), Fly away, (Lions) don't eat (grass), There are …, The bird is eating fruit.,* pytania: *What do (crocodiles) eat?, Who's this?, Where are they?, What's this?, Do (lions) eat (fruit)?, Have (lions) got (small) teeth?, Can you see (carnivores)?, Which animals are (carnivores)?,* nazwy hobby, nazwy czynności, nazwy dyscyplin sportowych, nazwy sprzętu sportowego i ubrań sportowych, konstrukcje: *I like (swimming), I go (swimming), I don't like (diving), He / She likes / doesn't like (swimming), I'm sorry, This is fun, Let's play, You're right, Me too, Oh dear!,* pytania: *Do (they) like (surfing)?, Who's this?, Where are they?, What is (Nani) doing?, What does (he) like?, Does (he) like (surfing)?, What's (his) favourite sport?, What's (he) doing?, Can you see …?, Is (he) (scared)?*.

Uczeń:
• zna ograniczoną liczbę podstawowych słów i wyrażeń,
• popełnia liczne błędy w ich zapisie i wymowie,

• zna proste, elementarne struktury gramatyczne wprowadzone przez nauczyciela,
• popełnia liczne błędy leksykalno-gramatyczne we wszystkich typach zadań.

Recepcja
Uczeń:
• rozumie polecenia nauczyciela,
• w ograniczonym stopniu rozwiązuje zadania na słuchanie – rozumie pojedyncze słowa.

Produkcja
• wypowiedzi ucznia nie są płynne
• uczeń przekazuje i uzyskuje niewielką część istotnych informacji,
• uczeń stosuje niewielki zakres słownictwa i struktur,
• uczeń popełnia liczne błędy leksykalno-gramatyczne.

Ocena dostateczna

Wiedza: alfabet, nazwy kolorów, liczby 1–20, formy powitań i pożegnań, konstrukcje: *That's A-N-D-Y, I'm ..., This is ..., I'm 8, My favourite colour / lucky number is …, I can see something starting with ..., I like (blue),* pytania: *What's your name?, What colour is it?, Who's this?, Right? How old are you?, What's your lucky number / favourite colour?,*nazwy uczuć, przymiotniki, nazwy członków rodziny, konstrukcje: *I'm / I'm not (sad), This is my (mum), I'm scared of (ghosts), Come on!, Phew!, He / She likes (water), I've / You've / He's got (a present), You can / can't*, pytania: *Who's this?, Where are they?, Is (she) worried?, Are you (happy)?, Can you see …?, Who's this / number (1)?, Where are they?, What's that?, Who's (happy)?, How do you feel?,* krótkie odpowiedzi, nazwy uczuć, nazwy ubrań, nazwy zjawisk pogodowych, nazwy pór roku, nazwy miesięcy, konstrukcje: *It's (raining), It's / isn't (hot), I'm wearing (a coat), He's wearing (a coat), It's (winter),* pytania: *Who's this?, Where are they?, What's the weather like?, Is it (hot)?, What's he / she wearing?, Where's my (sweater)?, What's missing?, What's your favourite season?, Where (is) (a snowman)?, What's the month?,* nazwy czynności, nazwy uczuć, nazwy przedmiotów domowych i mebli, słowa związane ze sportem, konstrukcje: *I'm (dancing), He's / She's (jumping), Yes, it's (dancing)*; zwroty: *Look out!, Oh, dear!, He / She can (run),* pytania: *Who's this?, Where are they?, What is Chip?, What's he/she doing?, What's (he) wearing?, What is it doing?, Can you / he / she (throw a ball)?, Are you a (champion)?, Have you got / Has (he) got a (medal)?,* nazwy miejsc w mieście, przyimki miejsca, nazwy czynności, konstrukcje: *There's / isn't a (school), There are (shops), Let's go in!, Find the (girl),* pytania: *What's this?, How many cars?, Is there a …?, Can you see ..?, Where's the (school)?, Is it (behind) the chair?, Is there a (river) in your town?, What can you see in London?, Where is it?, Can you walk in Green Park?,* nazwy czynności życia codziennego, pory dnia, podawanie czasu, konstrukcje: *I (get up), It's (one) o'clock, It's half past (five), I (get up) at (nine) o'clock, She (gets up) at (nine o'clock), It's early, We're late, Come on!,* pytania: *What time is it?, What time do you / does she (get up)?, Who's this?, Where are they in picture (1)?, Is Mickey (tired)?, What time is it?, Is Goofy in the bathroom?, What's there for breakfast?, Is it dark?, What time does he (get up)?, Is it daytime?,* nazwy czynności, nazwy hobby, nazwy dni tygodnia, konstrukcje: *I go (swimming), He goes (hiking), I (have art. lessons) at the weekend, I have fun, She (goes swimming) on (Monday), I don't do (karate) on (Friday), We do (ballet) on (Thursday),* pytania: *What's (he) doing?, Who's this?, Where are they?, Who's (dancing)?, Do you (go) (swimming)?, What day is it today?, What colour is the word ('Friday')?, Which day is missing?, Who's this?, What does he/she do on (Monday)?, Where (is) (the girl)?, What is she doing?,*nazwy zwierząt, nazwy pożywienia dla zwierząt, konstrukcje: *Crocodiles) eat (meat), Fly away, (Lions) don't eat (grass), There are …, The bird is eating fruit.,* pytania: *What do (crocodiles) eat?, Who's this?, Where are they?, What's this?, Do (lions) eat (fruit)?, Have (lions) got (small) teeth?, Can you see (carnivores)?, Which animals are (carnivores)?,* nazwy hobby, nazwy czynności, nazwy dyscyplin sportowych, nazwy sprzętu sportowego i ubrań sportowych, konstrukcje: *I like (swimming), I go (swimming), I don't like (diving), He / She likes / doesn't like (swimming), I'm sorry,*

This is fun, Let's play, You're right, Me too, Oh dear!, pytania: *Do (they) like (surfing)?, Who's this?, Where are they?, What is (Nani) doing?, What does (he) like?, Does (he) like (surfing)?, What's (his) favourite sport?, What's (he) doing?, Can you see ...?, Is (he) (scared)?*.

Uczeń:
• zna część wprowadzonych słów i wyrażeń,
• popełnia sporo błędów w ich zapisie i wymowie,
• zna większość wprowadzonych struktur gramatycznych,
• popełnia sporo błędów leksykalno-gramatycznych w trudniejszych zadaniach.

Recepcja
Uczeń:
• rozumie polecenia nauczyciela,
• częściowo poprawnie rozwiązuje zadania na słuchanie.

Produkcja
• wypowiedzi nie są zbyt płynne, ale mają dostateczną długość,
• uczeń przekazuje i uzyskuje większość istotnych informacji,
• uczeń stosuje słownictwo i struktury odpowiednie do formy wypowiedzi,
• uczeń popełnia sporo błędów leksykalno-gramatycznych.

Ocena dobra

Wiedza: alfabet, nazwy kolorów, liczby 1–20, formy powitań i pożegnań, konstrukcje: *That's A-N-D-Y, I'm ..., This is ..., I'm 8, My favourite colour / lucky number is ..., I can see something starting with ..., I like (blue),* pytania: *What's your name?, What colour is it?, Who's this?, Right? How old are you?, What's your lucky number / favourite colour?,*nazwy uczuć, przymiotniki, nazwy członków rodziny, konstrukcje: *I'm / I'm not (sad), This is my (mum), I'm scared of (ghosts), Come on!, Phew!, He / She likes (water), I've / You've / He's got (a present), You can / can't*, pytania: *Who's this?, Where are they?, Is (she) worried?, Are you (happy)?, Can you see ...?, Who's this / number (1)?, Where are they?, What's that?, Who's (happy)?, How do you feel?,* krótkie odpowiedzi, nazwy uczuć, nazwy ubrań, nazwy zjawisk pogodowych, nazwy pór roku, nazwy miesięcy, konstrukcje: *It's (raining), It's / isn't (hot), I'm wearing (a coat), He's wearing (a coat), It's (winter),* pytania: *Who's this?, Where are they?, What's the weather like?, Is it (hot)?, What's he / she wearing?, Where's my (sweater)?, What's missing?, What's your favourite season?, Where (is) (a snowman)?, What's the month?,* nazwy czynności, nazwy uczuć, nazwy przedmiotów domowych i mebli, słowa związane ze sportem, konstrukcje: *I'm (dancing), He's / She's (jumping), Yes, it's (dancing)*; zwroty: *Look out!, Oh, dear!, He / She can (run),* pytania: *Who's this?, Where are they?, What is Chip?, What's he/she doing?, What's (he) wearing?, What is it doing?, Can you / he / she (throw a ball)?, Are you a (champion)?, Have you got / Has (he) got a (medal)?,* nazwy miejsc w mieście, przyimki miejsca, nazwy czynności, konstrukcje: *There's / isn't a (school), There are (shops), Let's go in!, Find the (girl),* pytania: *What's this?, How many cars?, Is there a ...?, Can you see ..?, Where's the (school)?, Is it (behind) the chair?, Is there a (river) in your town?, What can you see in London?, Where is it?, Can you walk in Green Park?,* nazwy czynności życia codziennego, pory dnia, podawanie czasu, konstrukcje: *I (get up), It's (one) o'clock, It's half past (five), I (get up) at (nine) o'clock, She (gets up) at (nine o'clock), It's early, We're late, Come on!,* pytania: *What time is it?, What time do you / does she (get up)?, Who's this?, Where are they in picture (1)?, Is Mickey (tired)?, What time is it?, Is Goofy in the bathroom?, What's there for breakfast?, Is it dark?, What time does he (get up)?, Is it daytime?,* nazwy czynności, nazwy hobby, nazwy dni tygodnia, konstrukcje: *I go (swimming), He goes (hiking), I (have art. lessons) at the weekend, I have fun, She (goes swimming) on (Monday), I don't do (karate) on (Friday), We do (ballet) on (Thursday),* pytania: *What's (he) doing?, Who's this?, Where are they?, Who's (dancing)?, Do you (go) (swimming)?, What day is it today?, What colour is the word ('Friday')?, Which day is missing?, Who's this?, What does he/she do on (Monday)?, Where (is) (the girl)?, What is she doing?,*nazwy zwierząt, nazwy pożywienia dla zwierząt, konstrukcje: *Crocodiles) eat (meat), Fly*

away, (Lions) don't eat (grass), There are …, The bird is eating fruit., pytania: *What do (crocodiles) eat?, Who's this?, Where are they?, What's this?, Do (lions) eat (fruit)?, Have (lions) got (small) teeth?, Can you see (carnivores)?, Which animals are (carnivores)?,* nazwy hobby, nazwy czynności, nazwy dyscyplin sportowych, nazwy sprzętu sportowego i ubrań sportowych, konstrukcje: *I like (swimming), I go (swimming), I don't like (diving), He / She likes / doesn't like (swimming), I'm sorry, This is fun, Let's play, You're right, Me too, Oh dear!,* pytania: *Do (they) like (surfing)?, Who's this?, Where are they?, What is (Nani) doing?, What does (he) like?, Does (he) like (surfing)?, What's (his) favourite sport?, What's (he) doing?, Can you see …?, Is (he) (scared)?*.

Uczeń:
• zna większość wprowadzonych słów i wyrażeń,
• zwykle poprawnie je zapisuje i wymawia,
• zna wszystkie wprowadzone struktury gramatyczne,
• popełnia nieliczne błędy leksykalno-gramatyczne.

Recepcja
Uczeń:
• rozumie polecenia nauczyciela,
• poprawnie rozwiązuje zadania na słuchanie.

Produkcja
• wypowiedzi ucznia są dość płynne i mają odpowiednią długość,
• uczeń przekazuje i uzyskuje wszystkie istotne informacje,
• wypowiedzi ucznia są logiczne i w miarę spójne,
• uczeń stosuje adekwatne do tematu słownictwo i struktury,
• uczeń popełnia nieliczne błędy leksykalno-gramatyczne, nie zakłócające komunikacji.

Ocena bardzo dobra

Wiedza: alfabet, nazwy kolorów, liczby 1–20, formy powitań i pożegnań, konstrukcje: *That's A-N-D-Y, I'm ..., This is ..., I'm 8, My favourite colour / lucky number is …, I can see something starting with ..., I like (blue),* pytania: *What's your name?, What colour is it?, Who's this?, Right? How old are you?, What's your lucky number / favourite colour?,*nazwy uczuć, przymiotniki, nazwy członków rodziny, konstrukcje: *I'm / I'm not (sad), This is my (mum), I'm scared of (ghosts), Come on!, Phew!, He / She likes (water), I've / You've / He's got (a present), You can / can't*, pytania: *Who's this?, Where are they?, Is (she) worried?, Are you (happy)?, Can you see …?, Who's this / number (1)?, Where are they?, What's that?, Who's (happy)?, How do you feel?,* krótkie odpowiedzi, nazwy uczuć, nazwy ubrań, nazwy zjawisk pogodowych, nazwy pór roku, nazwy miesięcy, konstrukcje: *It's (raining), It's / isn't (hot), I'm wearing (a coat), He's wearing (a coat), It's (winter),* pytania: *Who's this?, Where are they?, What's the weather like?, Is it (hot)?, What's he / she wearing?, Where's my (sweater)?, What's missing?, What's your favourite season?, Where (is) (a snowman)?, What's the month?,* nazwy czynności, nazwy uczuć, nazwy przedmiotów domowych i mebli, słowa związane ze sportem, konstrukcje: *I'm (dancing), He's / She's (jumping), Yes, it's (dancing)*; zwroty: *Look out!, Oh, dear!, He / She can (run),* pytania: *Who's this?, Where are they?, What is Chip?, What's he/she doing?, What's (he) wearing?, What is it doing?, Can you / he / she (throw a ball)?, Are you a (champion)?, Have you got / Has (he) got a (medal)?,* nazwy miejsc w mieście, przyimki miejsca, nazwy czynności, konstrukcje: *There's / isn't a (school), There are (shops), Let's go in!, Find the (girl),* pytania: *What's this?, How many cars?, Is there a …?, Can you see ..?, Where's the (school)?, Is it (behind) the chair?, Is there a (river) in your town?, What can you see in London?, Where is it?, Can you walk in Green Park?,* nazwy czynności życia codziennego, pory dnia, podawanie czasu, konstrukcje: *I (get up), It's (one) o'clock, It's half past (five), I (get up) at (nine) o'clock, She (gets up) at (nine o'clock), It's early, We're late, Come on!,* pytania: *What time is it?, What time do you / does she (get up)?, Who's this?, Where are they in picture (1)?, Is Mickey (tired)?, What time is it?, Is Goofy in the bathroom?, What's*

there for breakfast?, Is it dark?, What time does he (get up)?, Is it daytime?, nazwy czynności, nazwy hobby, nazwy dni tygodnia, konstrukcje: *I go (swimming), He goes (hiking), I (have art. lessons) at the weekend, I have fun, She (goes swimming) on (Monday), I don't do (karate) on (Friday), We do (ballet) on (Thursday),* pytania: *What's (he) doing?, Who's this?, Where are they?, Who's (dancing)?, Do you (go) (swimming)?, What day is it today?, What colour is the word ('Friday')?, Which day is missing?, Who's this?, What does he/she do on (Monday)?, Where (is) (the girl)?, What is she doing?,*nazwy zwierząt, nazwy pożywienia dla zwierząt, konstrukcje: *Crocodiles) eat (meat), Fly away, (Lions) don't eat (grass), There are ..., The bird is eating fruit.,* pytania: *What do (crocodiles) eat?, Who's this?, Where are they?, What's this?, Do (lions) eat (fruit)?, Have (lions) got (small) teeth?, Can you see (carnivores)?, Which animals are (carnivores)?,* nazwy hobby, nazwy czynności, nazwy dyscyplin sportowych, nazwy sprzętu sportowego i ubrań sportowych, konstrukcje: *I like (swimming), I go (swimming), I don't like (diving), He / She likes / doesn't like (swimming), I'm sorry, This is fun, Let's play, You're right, Me too, Oh dear!,* pytania: *Do (they) like (surfing)?, Who's this?, Where are they?, What is (Nani) doing?, What does (he) like?, Does (he) like (surfing)?, What's (his) favourite sport?, What's (he) doing?, Can you see ...?, Is (he) (scared)?*.

Uczeń:
• zna wszystkie wprowadzone słowa i wyrażenia,
• poprawnie je zapisuje i wymawia,
• zna wszystkie wprowadzone struktury gramatyczne,
• popełnia sporadyczne błędy leksykalno-gramatyczne, które zwykle potrafi samodzielnie poprawić.

Recepcja
Uczeń:
• rozumie polecenia nauczyciela,
• poprawnie rozwiązuje zadania na słuchanie,
• zwykle potrafi uzasadnić swoje odpowiedzi.

Produkcja
• wypowiedzi ucznia są płynne i mają odpowiednią długość,
• uczeń przekazuje i uzyskuje wszystkie wymagane informacje,
• wypowiedzi są logiczne i spójne,
• uczeń stosuje bogate słownictwo i struktury,
• uczeń popełnia sporadyczne błędy leksykalno-gramatyczne.

Cena celująca

Ocena dopuszczająca

Wiedza: alfabet, nazwy kolorów, liczby 1–20, formy powitań i pożegnań, konstrukcje: *That's A-N-D-Y, I'm ..., This is ..., I'm 8, My favourite colour / lucky number is ..., I can see something starting with ..., I like (blue),* pytania: *What's your name?, What colour is it?, Who's this?, Right? How old are you?, What's your lucky number / favourite colour?,*nazwy uczuć, przymiotniki, nazwy członków rodziny, konstrukcje: *I'm / I'm not (sad), This is my (mum), I'm scared of (ghosts), Come on!, Phew!, He / She likes (water), I've / You've / He's got (a present), You can / can't*, pytania: *Who's this?, Where are they?, Is (she) worried?, Are you (happy)?, Can you see ...?, Who's this / number (1)?, Where are they?, What's that?, Who's (happy)?, How do you feel?,* krótkie odpowiedzi, nazwy uczuć, nazwy ubrań, nazwy zjawisk pogodowych, nazwy pór roku, nazwy miesięcy, konstrukcje: *It's (raining), It's / isn't (hot), I'm wearing (a coat), He's wearing (a coat), It's (winter),* pytania: *Who's this?, Where are they?, What's the weather like?, Is it (hot)?, What's he / she wearing?, Where's my (sweater)?, What's missing?, What's your favourite season?, Where (is) (a snowman)?, What's the month?,* nazwy czynności, nazwy uczuć, nazwy przedmiotów domowych i mebli, słowa związane ze sportem, konstrukcje: *I'm (dancing), He's / She's (jumping), Yes, it's (dancing)*; zwroty: *Look out!, Oh, dear!,*

He / She can (run), pytania: *Who's this?, Where are they?, What is Chip?, What's he/she doing?, What's (he) wearing?, What is it doing?, Can you / he / she (throw a ball)?, Are you a (champion)?, Have you got / Has (he) got a (medal)?,* nazwy miejsc w mieście, przyimki miejsca, nazwy czynności, konstrukcje: *There's / isn't a (school), There are (shops), Let's go in!, Find the (girl),* pytania: *What's this?, How many cars?, Is there a ...?, Can you see ..?, Where's the (school)?, Is it (behind) the chair?, Is there a (river) in your town?, What can you see in London?, Where is it?, Can you walk in Green Park?,* nazwy czynności życia codziennego, pory dnia, podawanie czasu, konstrukcje: *I (get up), It's (one) o'clock, It's half past (five), I (get up) at (nine) o'clock, She (gets up) at (nine o'clock), It's early, We're late, Come on!,* pytania: *What time is it?, What time do you / does she (get up)?, Who's this?, Where are they in picture (1)?, Is Mickey (tired)?, What time is it?, Is Goofy in the bathroom?, What's there for breakfast?, Is it dark?, What time does he (get up)?, Is it daytime?,* nazwy czynności, nazwy hobby, nazwy dni tygodnia, konstrukcje: *I go (swimming), He goes (hiking), I (have art. lessons) at the weekend, I have fun, She (goes swimming) on (Monday), I don't do (karate) on (Friday), We do (ballet) on (Thursday),* pytania: *What's (he) doing?, Who's this?, Where are they?, Who's (dancing)?, Do you (go) (swimming)?, What day is it today?, What colour is the word ('Friday')?, Which day is missing?, Who's this?, What does he/she do on (Monday)?, Where (is) (the girl)?, What is she doing?,*nazwy zwierząt, nazwy pożywienia dla zwierząt, konstrukcje: *Crocodiles) eat (meat), Fly away, (Lions) don't eat (grass), There are ..., The bird is eating fruit.,* pytania: *What do (crocodiles) eat?, Who's this?, Where are they?, What's this?, Do (lions) eat (fruit)?, Have (lions) got (small) teeth?, Can you see (carnivores)?, Which animals are (carnivores)?,* nazwy hobby, nazwy czynności, nazwy dyscyplin sportowych, nazwy sprzętu sportowego i ubrań sportowych, konstrukcje: *I like (swimming), I go (swimming), I don't like (diving), He / She likes / doesn't like (swimming), I'm sorry, This is fun, Let's play, You're right, Me too, Oh dear!,* pytania: *Do (they) like (surfing)?, Who's this?, Where are they?, What is (Nani) doing?, What does (he) like?, Does (he) like (surfing)?, What's (his) favourite sport?, What's (he) doing?, Can you see ...?, Is (he) (scared)?*.

Ocenę celującą otrzymuje uczeń, który w wysokim stopniu opanował wiedzę i umiejętności określone programem nauczania.