

Egzamin ósmoklasisty z języka angielskiego 16.05.2024 r. Odpowiedzi do zadań z arkusza.

Zadanie 1

Zadanie 1. (0–5)

Usłyszysz dwukrotnie pięć tekstów. W zadaniach 1.1.–1.5., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C.

1.1. Where are the boy and the girl going to meet?

A.



B.



C.



1.1 C

1.2. What does the girl still need to get for her aunt's wedding?

A.



B.



C.



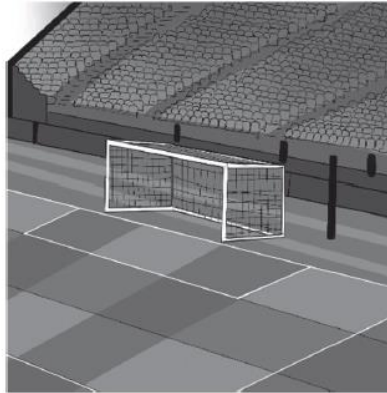
1.2 B

1.3. Where is the speaker?

A.



B.



C.



1.3 A

1.4. The girl is calling her grandfather to

- A. tell him a secret.
- B. ask him to talk to her parents.
- C. get some advice about feeding a cat.

1.4 A

1.5. The boy is talking about

- A. a popular actress.
- B. a character from his favourite book.
- C. one of his classmates.

1.5 C

Zadanie 2

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat szkolnych żartów z okazji Prima Aprilis (ang. *April Fool's Day*). 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. We put a funny photo on our teacher's desk.
- B. The teacher wasn't sure if she was in the right place.
- C. I didn't follow the teacher's instructions.
- D. We used our teacher's picture as part of a joke.
- E. Our teacher didn't believe the note which was on her desk.

2.1 C
2.2 E
2.3 D
2.4 B

Zadanie 3

Zadanie 3. (0–3)

Usłyszysz dwukrotnie komunikat o konkursie organizowanym w szkole.

Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.3.,
tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy
uzupełnić w języku angielskim.

POETRY COMPETITION!
ALL STUDENTS WELCOME!

The subject for the poems this year is **3.1.** _____.

The poems can't be too long because each student only has **3.2.** _____
_____ to perform his or her poem.

REMEMBER!

Students are **not** allowed to **3.3.** _____ their poems.

- 3.1 WILD ANIMALS
- 3.2 THREE MINUTES
- 3.3 READ

Zadanie 4

Zadanie 4. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi związane z podróżowaniem samolotem (4.1.–4.4.). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli.

Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Not really, but I prefer to travel by train.
- B. Thanks! I'll call you when I land.
- C. Please have your passports ready.
- D. Try this website. It has some very good prices.
- E. Well, yes, but you can't use it to make calls.

4.1 D

4.2 E

4.3 B

4.4 A

Zadanie 5

Zadanie 5. (0–4)

Dla każdej z opisanych sytuacji (5.1.–5.4.) wybierz właściwą reakcję. Zakreśl jedną z liter: A, B albo C.

5.1. Spotykasz dawno niewidzianą koleżankę. Co jej powiesz?

- A. It's been a long time since I last saw you.
- B. I'm sure we haven't met before.
- C. It was nice to see you last weekend.

5.2. Chcesz obejrzeć torbę w sklepie. Co powiesz do sprzedawcy?

- A. Will you carry that bag for me?
- B. Would you like to have that bag?
- C. Could I have a look at that bag?

5.3. Pytasz kolegę, o której godzinie macie się spotkać. Co powiesz?

- A. What time are we meeting?
- B. How much time do we have for our meeting?
- C. How many meetings were there?

5.4. Kolega proponuje Ci wyjazd na narty. Jego pomysł Ci się podoba. Co mu powiesz?

- A. Do you like my idea?
- B. I'm feeling well, thanks.
- C. Sounds like fun!

5.1 A
5.2 C
5.3 A
5.4 C

Zadanie 6

Zadanie 6. (0–2)

Uzupełnij dialogi. Wpisz w każdą lukę (6.1.–6.2.) brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim.

Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

X: Mark, **6.1. (how)** _____ do you go to dance classes?

Y: Twice a week.

X: Mum, I've finished tidying up my room. **6.2. (go)** _____
out now?

Y: OK, but make sure you are back home by 7 p.m.

6.1 HOW OFTEN
6.2 CAN/COULD I GO

Zadanie 7

Zadanie 7. (0–4)

Przeczytaj teksty. W zadaniach 7.1.–7.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B albo C.

HOW TO ORGANIZE YOUR FRIDGE

Which places are best for what foods?

TOP SHELF	This is a good place to keep foods that don't need much cooling: ready meals, fruit salads.
BOTTOM SHELF	This is the coldest part of the fridge, so put milk here. Also, orange juice, especially if it's freshly squeezed, should be kept on this shelf.
DRAWERS	This part of the fridge is perfect for fruit and vegetables. They'll keep longest unwashed and in their original packaging. It's good to keep fruit and vegetables in separate drawers.

Na podstawie: www.dailymail.co.uk

7.1. Which is the best place for keeping oranges in a fridge?

- A. the bottom shelf
- B. the top shelf
- C. a drawer

7.1 C

Are you planning to get a new computer?
 Maybe you don't need your old computer any longer?
 Bring it to us!
 We will check if it works and then tell you
 how much we can pay for it.
 No broken equipment accepted, sorry!



7.2. This text was written by someone who

- A. buys used computers.
- B. repairs computers.
- C. wants to sell his/her computer.

7.2 A

Message ✖	
From:	Amy
To:	Lilly
Subject:	Re: problem
<p>Lilly,</p> <p>I know how you feel. I had a similar problem. My sister invites her friends to our house a lot. I noticed that they often came into my room and used my things without asking. I asked my mum to talk to her, and she did. My sister said she was sorry and promised to keep her guests away from my room. Everything is fine now! Why don't you do the same?</p> <p>Amy</p>	

7.3. Amy wrote this email to

- A. ask for help.
- B. give advice.
- C. say sorry.

7.3 B

Jim,
Next week I'm taking part in a bike race. The organizers are collecting money for children in the local hospital. Would you like to join me?
See you!
Kelly

Calypsos on tour again!

When? 29th August

Where? The sports hall in Park Street

The concert is worth every single penny!

Half of the money you pay for your ticket will help build schools in Africa!

Book now!

7.4. **Both** texts are about

- A. saving money.
- B. helping others.
- C. sports events.

7.4 B

Zadanie 8

Zadanie 8. (0–3)

Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (8.1.–8.3.) literę, którą oznaczono brakujące zdanie (A–D), tak aby otrzymać spójny i logiczny tekst.

Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

THE PAINTER AND THE THIEF

Thomas Gainsborough, one of England's most famous 18th-century painters, came from Suffolk. He was the youngest son of John and Mary Gainsborough. His father was a salesman who travelled a lot on business. Tom's mother was a housewife. In her free time she loved painting pictures of plants. 8.1. _____ First he learnt to draw apples, pears and other fruits.

When Tom was a bit older, he often walked around the neighbourhood with a sketchbook in his bag. 8.2. _____ Tom hid behind a tree, took out a pencil and drew the man's face. Then he quickly ran home to tell his parents about what had happened. Tom's father immediately took Tom to the village watchman*. The boy's picture was so good that it didn't take much time to catch the thief. 8.3. _____ But when he saw Tom's picture he was so shocked that he said: "That's me! I stole the fruit." Tom's father was very proud of his son.

Na podstawie: www.wikitree.com

* Watchman – 18th-century policeman in England.

- A. At first the man didn't want to tell the truth.
- B. That was his mother's favourite place for drawing.
- C. When she saw that her son had a talent for drawing, she decided to give him lessons.
- D. Once he saw a man climb over the fence into their neighbour's garden to steal fruit.

8.1 C
8.2 D
8.3 A


Zadanie 9

Zadanie 9. (0–4)

Przeczytaj trzy opisy podcastów (A–C) oraz zdania 9.1.–9.4. Do każdego zdania dopasuj właściwy opis. Wpisz rozwiązania do tabeli.

Uwaga! Jeden z opisów pasuje do dwóch zdań.

HISTORY PODCASTS YOU'LL LOVE

<p>A.</p> 	<p>The Past and The Curious</p> <p>This podcast is presented by a history teacher who tells amusing stories about the past. Even when he talks about dramatic battles, important coronations and dangerous journeys, he will always find some little-known details which will bring a smile to your face. Although it's not a music podcast, there's a song in each episode so children will easily remember what the podcast was about. In the final part of the podcast there is a quiz which allows listeners to check what they have learned.</p>
<p>B.</p> 	<p>Forever Ago</p> <p>Every episode explores the history of just one thing, for example the sandwich, the video game or the clock. The podcast teaches listeners to think critically about the past. You'll discover that all everyday objects have stories to tell. In each episode, a child guest invited to the studio asks questions and the podcast presenter answers them.</p>
<p>C.</p> 	<p>A History of the World in 100 Objects</p> <p>In each episode, Neil MacGregor presents a different object from the huge collection of the British Museum. He worked at the museum for many years and is the best person for the job. He talks about the people who made and used each object. Some objects that Neil talks about are damaged or not complete. However, all of their stories are fascinating.</p>

9.1.	In this podcast listeners have a chance to test their knowledge.	
9.2.	Some items discussed in this podcast are not in perfect condition.	
9.3.	Two people take part in each episode of this podcast.	
9.4.	In this podcast listeners hear funny facts connected with historical events.	


- 9.1 A
- 9.2 C
- 9.3 B
- 9.4 A

Zadanie 10

Zadanie 10. (0–3)




Przeczytaj teksty 1. i 2. Uzupełnij w e-mailu Janka luki 10.1.–10.3. zgodnie z treścią tekstów, tak aby jak najbardziej precyzyjnie oddać sens podanych informacji. Luki należy uzupełnić w języku polskim.

Tekst 1.



MARK

I just love the mystery gift box idea. It's such fun getting lots of surprising things. Some time ago I bought a mystery gift box for my mum. She loved all the little things in it, like lipsticks and earrings, but her favourite was a pair of sunglasses. All the items were good quality. I can't wait to order a mystery gift box for my sister next month!

 Like
 Comment
 Share

Źródło: wattpad.com

Tekst 2.

Painted garden stones – a beautiful and unusual gift for your mum!

Do it yourself.

Instructions

1. Find some flat stones.
2. Wash the stones and wait for an hour to let them dry.
3. Paint the stones white, at least twice. Painting them only once is not enough to give them a bright white colour.
4. Leave the stones for at least 3 hours to let the paint dry.
5. Take a black marker and write the names of different fruits and vegetables on the stones.
6. Decorate them with colourful stickers.
7. Your gift is ready! Your mum can use the stones in her garden to mark where seeds* or plants are growing.



Na podstawie: craftsbyamanda.com

Wiadomość	
Od:	Janek
Do:	Basia
Temat:	Prezent dla mamy

Basiu,

jeżeli nadal nie wymyśliłaś prezentu dla mamy, myślę, że mam dla Ciebie ciekawe pomysły. Czytałem ostatnio opinię chłopaka, który zamówił dla swojej mamy prezent niespodziankę: tajemnicze pudełko wypełnione różnymi drobiazgami. Jego mamie spodobały się zwłaszcza **10.1.** _____.

A jeśli chcesz, możesz też sama zrobić prezent dla mamy. Co sądzisz o ręcznie zdobionych kamykach do oznaczenia roślin w ogrodzie?

Z instrukcji, którą zobaczyłem w internecie, wynika, że to nic trudnego. Wystarczy, że znajdziesz płaskie kamienie. Potem musisz **10.2.** _____ i odczekać godzinę. Następnie malujesz je na białą przynajmniej **10.3.** _____.

A, i najważniejsze! Na tych kamieniach napisz koniecznie nazwy owoców i warzyw, które Twoja mama planuje posiać w ogrodzie. Kamienie możesz też udekorować jakimiś fajnymi naklejkami.

W razie czego chętnie Ci pomogę.

Trzymaj się!

Janek

- 10.1 OKULARY PRZECIWSŁONECZNE
- 10.2 UMYĆ / DOKŁADNIE WYCZYŚCIĆ
- 10.3 DWA RAZY / DWUKROTNIE

Zadanie 11

Zadanie 11. (0–3)

Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które są poprawnym uzupełnieniem luk 11.1.–11.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki.

Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A. bought	B. comfortable	C. made	D. put	E. ready	F. stopped
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SUPERHERO WINDOW CLEANERS

A team of window cleaners arrived at a Canadian hospital last week. They

11.1. _____ on Spider-Man and Batman costumes and prepared their equipment.

The superheroes started cleaning windows at the top of the building, and slowly went down the outside of the building on ropes. They 11.2. _____ when the children on the sixth floor started clapping happily. Some of them took photos of the superheroes.

Chris Johns, who was dressed as Batman, says: "It was a very sunny and hot day on Tuesday, so working in a black costume wasn't 11.3. _____, but when I looked at the kids' smiling faces, I knew it was a great idea!"

Na podstawie: www.bbc.com

11.1 D

11.2 F

11.3 B

Zadanie 12

Zadanie 12. (0–3)

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 12.1.–12.3. Zakreśl jedną z liter: A, B albo C.

Message	
From:	Jack
To:	Paul, Mike, Scott
Subject:	Fun idea

Hi everybody,

I think I have a great idea. Just yesterday I finished reading *The Time Machine* by HG Wells. It is about a machine which was designed to transport its passengers through time. Of course I'm not **12.1.** _____ to build a similar one, but I found on the internet that there is a Pretend To Be A Time Traveller Day. The day **12.2.** _____ on 8th December. So that means it will be next Sunday. My idea is that we dress up as teenagers **12.3.** _____ the 1950s. Then we can go to the city centre and ask strangers what year it is and pretend to be shocked by their mobile phones or other technology. It should be fun. Are you interested?

Write back,
Jack

12.1.

- A. making
- B. doing
- C. going

12.2.

- A. has celebrated
- B. is celebrating
- C. is celebrated

12.3.

- A. from
- B. since
- C. on

12.1 C

12.2 C

12.3 A

Zadanie 13

Zadanie 13. (0–3)

Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (13.1.–13.3.). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany.

13.1. Take an umbrella or you'll get wet.

IF

You'll get wet _____ take an umbrella.

13.2. We must find a quiet place to talk because it is so noisy here.

TOO

We must find a quiet place to talk because there _____
_____ noise here.

13.3. Let's go to the theatre on Friday!

ABOUT

How _____ to the theatre
on Friday?

13.1 IF YOU DON'T
13.2 IS TOO MUCH
13.3 ABOUT GOING

Zadanie 14

Zadanie 14. (0–10)

Twoja klasa nakręciła film o Dniu Sportu, który odbył się w Waszej szkole. Przygotuj wpis na stronę internetową Twojej szkoły, w którym:

- wyjaśnisz, dlaczego postanowiliście nakręcić ten film
- przedstawisz problem, który pojawił się podczas filmowania
- zachęcisz do obejrzenia filmu i do wyrażenia opinii o nim.

Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ.

***Rozwiń** swoją wypowiedź w każdym z trzech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić **od 50 do 120 wyrazów** (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność **pełnego** przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.*

Przykłady rozwiązań zadania pisemnego

1)

We wanted to capture the awesome moments and the awesome energy of Sports Day. It's not just about sports; it's about us coming together as a school community to have a blast and cheer each other on!

I wanted to make a film about Sports Day because it's a really fun event at our school. I thought it would be cool to capture all the exciting moments on camera. Plus, I wanted to share the energy and happiness with everyone who couldn't be there.

2)

One of the hardest parts was filming while making sure everyone was okay with being on camera. We had to think creatively and plan carefully, but we did it! We got some really cool shots and caught lots of great moments.

During filming of Sports Day at school, our camera suddenly broke down, causing some problems. It was frustrating because we were right in the middle of capturing some exciting moments. Thankfully, we managed to fix it quickly and get back to filming.

3)

Now, it's your turn to watch! Whether you were there or not, we promise there's something for everyone. And when you're done, we'd love to hear what you think. Your feedback helps us get better! So, grab some snacks, hit play, and enjoy! Don't forget to tell us what you thought.

Watch our film! If you were at Sports Day or want to feel the fun again, there's something for you. After watching, share your thoughts! Your feedback helps us.