

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

KOD UCZNIĄ

--	--	--

PESEL

--	--	--	--	--	--	--	--	--	--	--	--

Miejsce na naklejkę.

Sprawdź, czy kod na naklejce to
O-700.



Egzamin ósmoklasisty

Język angielski

DATA: **26 maja 2022 r.**

GODZINA ROZPOCZĘCIA: **9:00**

CZAS PRACY: **do 135 minut**

Instrukcja dla ucznia

1. Sprawdź, czy na kolejno ponumerowanych **15 stronach** jest wydrukowanych **11 zadań**.
2. Ewentualny brak stron lub inne usterki zgłoś nauczycielowi.
3. Czytaj uważnie wszystkie teksty i zadania.
4. Wykonuj zadania zgodnie z poleceniami.
5. Wszystkie zadania rozwiązuj długopisem lub piórem.
6. W każdym zadaniu poprawna jest zawsze **tylko jedna** odpowiedź.
7. Jeśli się pomylisz, postępuj zgodnie z informacjami zamieszczonymi na następnej stronie.

Powodzenia!

WYPEŁNIA ZESPÓŁ NADZORUJĄCY

Uprawnienia ucznia do dostosowania zasad oceniania.

Uczeń **nie prznosi** odpowiedzi na kartę odpowiedzi.



OJAP-**700**-2205

Zapoznaj się z poniższymi informacjami

1. W niektórych zadaniach musisz wpisać znak **X** w kratkę obok poprawnej odpowiedzi, np.

A. B. C.

Jeśli się pomylisz, otocz kratkę z błędną odpowiedzią kółkiem i wpisz znak X w kratkę obok poprawnej odpowiedzi, np.

A. B. C.

2. W innych zadaniach musisz wpisać w kratkę odpowiednią literę, np.

1. C

Jeśli się pomylisz, otocz kratkę z błędną odpowiedzią kółkiem i napisz obok poprawną odpowiedź, np.

1. C E

3. Jeśli się pomylisz, zapisując odpowiedź w zadaniu otwartym, pomyłkę przekreśl i napisz poprawną odpowiedź nad niepoprawnym fragmentem lub obok niego, np.

a

T	r	e	i	n
---	---	--------------	---	---

goes

The boy (go) going to school by bus.

The boy goes to school by bus. train

Zadanie 1. (0–5)

Przeczytaj teksty. Zdecyduj, czy każde zdanie (1.–5.) jest zgodne z treścią tekstu (TAK albo NIE). Wpisz znak X w odpowiednią kratkę.

Time	Film title	Type
10:15 a.m.	<i>Samba!</i>	cartoon
11:45 a.m.	<i>Naughty Pets</i>	musical
2:30 p.m.	<i>Looking for Joe</i>	thriller
4:00 p.m.	<i>Wild Jungle</i>	horror
6:30 p.m.	<i>Bad Summer</i>	drama

1. You can watch a cartoon in the evening.

TAK

NIE

BOOKSHOP "ROUND THE CORNER"

Visit us on your birthday. Buy two magazines and we will give you a notebook for free! Bring your student card with you.



2. On your birthday you can get a magazine as a present.

TAK

NIE

Message

From: Emma
To: Sally
Subject: London

Dear Sally,

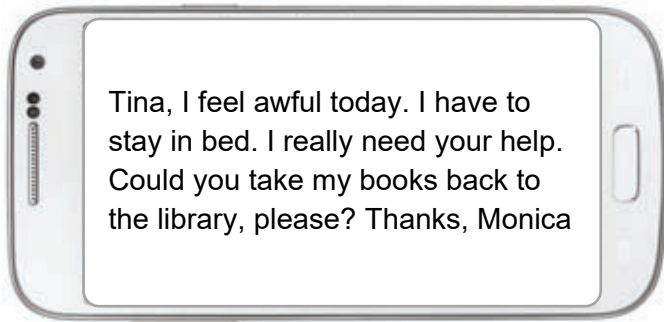
London is just great! On the first day we visited the Tower of London. Today we've been to Madame Tussaud's and tomorrow we're going to see Buckingham Palace. I can't wait. I've taken some photos and I will show them to you when we meet back home.

Love,
Emma

3. Emma wrote this message after her return from London.

TAK

NIE



4. Monica asks Tina to do something for her.

TAK

NIE

Prepare:

- 1 cup of sugar
- 2 eggs
- 1 cup of flour
- 1 cup of peanut butter
- salt
- baking soda.

Follow these instructions:

Mix everything, form cookies, put them in the oven and bake at 180 degrees for 10 minutes.

5. This text tells you how to make cookies.

TAK

NIE

Zadanie 2. (0–4)

Przeczytaj tekst. Dopasuj do każdej oznaczonej części tekstu odpowiedni nagłówek (A–E). Wpisz odpowiednią literę w każdą kratkę (1.–4.).

Uwaga! Jeden nagłówek został podany dodatkowo i nie pasuje do żadnej części tekstu.

- A. Inside a Viking home
- B. Popular Viking pets
- C. Learning necessary skills
- D. What Viking children ate
- E. Moving around in the Viking age

VIKING CHILDREN

Vikings lived a thousand years ago and the life of children back then was very different from today!

1.

Viking boys and girls had to know lots of practical things, for example how to light a fire or how to take care of farm animals. They didn't have books. Travelling poets and story tellers told them about heroes and their brave actions. These stories taught children how to defend themselves and help other people.

2.

Viking children didn't have their own rooms. The whole family shared one big room with a fireplace in the middle. Viking women usually prepared food for the family over the fire. To make the room warm and cosy, they put sheepskins on the walls and on the beds.

3.

Getting from one place to another was not an easy thing for Vikings. There were no cars or trains, so Viking children had to walk many kilometers every day. They also rode horses and sailed. In winter, they had a lot of fun getting around on skis.

4.

Viking children usually had two meals a day. In the morning, they usually had eggs of different birds and fruits such as pears or berries. In the evening, Viking children often had vegetables with herbs and spices to eat or meat cooked over a fire.

Zadanie 3. (0–3)

Przeczytaj tekst. Wybierz poprawną odpowiedź. Wpisz znak X w kratkę obok jednej z odpowiedzi: A, B albo C.

HOW MUCH DO YOU KNOW ABOUT DONALD DUCK?



I'm pretty sure that you know Donald Duck. You must remember him from books or movies you watched when you were little. But have you ever thought about how Donald Duck began?

One day, Walt Disney heard what seemed to be a “duck voice*” when he was reading a book by a lake. He thought the funny sound was made by a real duck, but actually it was Clarence Nash, a voice actor, who was singing a song like a duck. This “duck voice” sounded angry and funny at the same time. Disney liked it very much and decided to create a duck character based on it. Do you remember Mickey Mouse? He is happy and cheerful, and doesn't usually get angry or shout. Walt Disney created Donald Duck as the complete opposite of Mickey. So Donald speaks in a loud voice and is often angry. He likes to work hard, but shouts and gets mad when something goes wrong. Even if his day starts well, he often gets very frustrated before the day ends!

You can also see white gloves on Donald's hands. You may ask why. Was it because the animators couldn't easily draw animal “hands”, or because there was a fashion for wearing white gloves at that time? Not really. In fact, as Walt Disney said, “Our cartoon characters are mostly animals. We decided to use gloves, because with them our cartoon characters looked like real people.”

* **Voice** – głos.

1. Walt Disney got the idea for Donald Duck from

A. a book he read when he was a child.

B. a song which he heard by a lake.

C. a man he met at the seaside.

2. Walt Disney wanted Donald Duck to

A. be different from Mickey Mouse.

B. work together with Mickey Mouse.

C. have a similar voice to Mickey Mouse.

3. Donald Duck got his gloves because thanks to them

A. he looked fashionable.

B. he was easy to draw.

C. he looked like a real person.

Zadanie 4. (0–4)

Przeczytaj tekst. Uzupełnij go brakującymi fragmentami zdań (A–E). Wpisz odpowiednią literę w każdą kratkę (1.–4.).

Uwaga! Jeden fragment zdania został podany dodatkowo i nie pasuje do tekstu.

LITTLE FREE LIBRARIES

In recent years, little libraries have become very popular. You can see them on street corners and sidewalks. They are often built by local people 1. their books with the neighbours.

For the most part, little free libraries function just like book shelves in hotels and cafés. Based on the idea of “take a book, leave a book”, these libraries 2. any librarians.

The Little Free Library Organization began in 2009 when Todd Bol from Hudson, Wisconsin, built an outdoor bookcase. He packed it with books and put it in his front garden. Together

3. he began installing little free libraries across Wisconsin and then the idea became popular across the whole country. According to the organization’s website, by 2011 there

4. 400 free libraries in the USA.

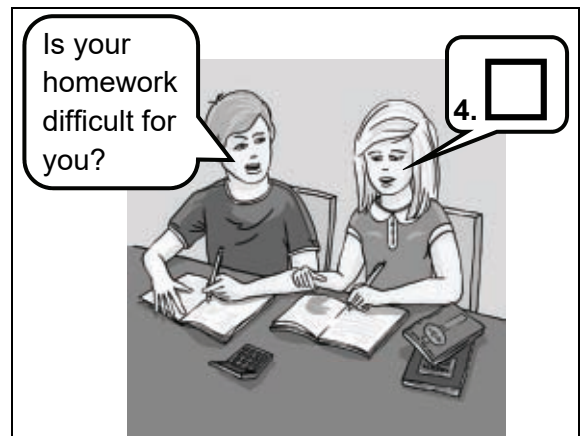
- A. who want to share
- B. to remove them
- C. with a local teacher
- D. were at least
- E. do not need

Zadanie 5. (0–5)

Uzupełnij każdą rozmowę brakującą wypowiedzią (A–F). Wpisz odpowiednią literę w każdą kratkę (1.–5.).

Uwaga! Jedna wypowiedź została podana dodatkowo i nie pasuje do żadnej rozmowy.

- A. Go straight on and turn left at the corner.
- B. Here you are. Have a nice day.
- C. I love it. You will look great in it!
- D. Yes, it is. Can you help me with this exercise?
- E. Great idea! What film would you like to see?
- F. It's in fifteen minutes.



Zadanie 6. (0–5)

Uzupełnij każdy dialog brakującą wypowiedzią, tak aby otrzymać spójne i logiczne teksty. Wpisz znak X w kratkę obok jednej z odpowiedzi: A albo B.

1. X: Sarah, I'm afraid I lost your pencil.

Y: _____

A. Yes, I really enjoyed doing it.

B. It's all right. Don't worry about it.

2. X: My laptop doesn't work.

Y: _____

A. Can I look at it?

B. I don't know yet.

3. X: _____

Y: I'd love to, it's delicious.

A. Would you like some more cake?

B. Did you make the cake yesterday?

4. X: Are you ready to order now?

Y: _____

A. I'm not using it at the moment.

B. I'll have the soup of the day.

5. X: _____

Y: They're upstairs. Please follow me.

A. Where did you meet him?

B. Where are the changing rooms?

Zadanie 7. (0–5)

Dla każdej z opisanych sytuacji wybierz właściwą reakcję. Wpisz znak X w kratkę obok jednej z odpowiedzi: A, B albo C.

1. Chcesz przedstawić kolegę z Londynu Twojemu bratu. Co powiesz?

A. Nice to meet you, George.

B. It was a very nice meeting.

C. This is George. He's English.

2. Chcesz zaproponować koleżance spacer. Co jej powiesz?

A. How about going for a walk?

B. How often do you go for a walk?

C. Did you walk back home alone?

3. Chcesz się dowiedzieć, czy Twój kolega lubi gotować. Jak go o to zapytasz?

A. Would you like me to cook it?

B. Who is cooking now?

C. Do you enjoy cooking?

4. Podajesz koledze do picia kubek z gorącą herbatą. Co mu powiesz?

A. Don't worry. I'll make you some tea.

B. The tea was delicious. Thank you.

C. Be careful. It's really hot.

5. Chcesz skorzystać z telefonu koleżanki. Jak spytasz ją o pozwolenie?

A. Can I use your phone?

B. Have you seen my phone?

C. What's your phone number?

Zadanie 8. (0–5)

Przeczytaj opis ilustracji. Uzupełnij luki w tekście, tak aby był on poprawny i zgodny z ilustracją. Wpisz znak X w kratkę obok jednej z odpowiedzi: A albo B.



www.claudia.pl

In the picture I can see a woman who is **1.** _____ in her garden. She is drinking something from a mug. She isn't wearing **2.** _____ shoes. There are a lot of plants around her. A dog is lying **3.** _____ her. In the background there's a **4.** _____. The weather is **5.** _____ and it isn't raining.

1.

A. walking

B. sitting

2.

A. any

B. no

3.

A. next to

B. in front of

4.

A. forest

B. beach

5.

A. terrible

B. nice

Zadanie 9. (0–6)

Co lub kogo przedstawiają obrazki? Wpisz w kratki brakujące litery.

1.



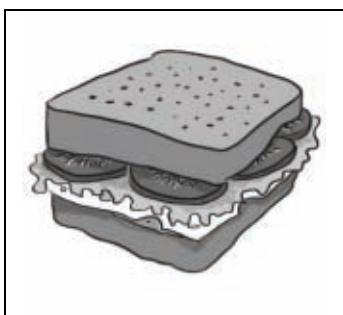
f					r
---	--	--	--	--	---

2.



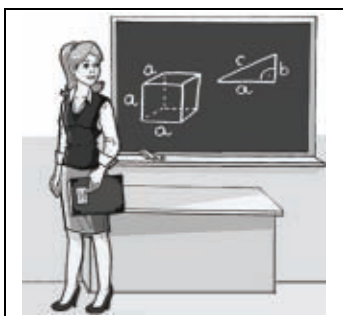
b			h				m
---	--	--	---	--	--	--	---

3.



s				w			h
---	--	--	--	---	--	--	---

4.



t			c			r
---	--	--	---	--	--	---

5.



u			r				a
---	--	--	---	--	--	--	---

6.



c			t			s
---	--	--	---	--	--	---

Zadanie 10. (0–3)

Wpisz we właściwej formie wyraz podany w nawiasie.

1. This is my **(sister)** _____ mobile phone.
2. Mark plays the guitar **(good)** _____ than his brother.
3. Last Saturday I **(visit)** _____ my grandparents.

Zadanie 11. (0–10)

Opisz ilustrację, odpowiadając na podane pytania pełnymi zdaniami w języku angielskim. W pytaniach 4. i 5. nie musisz udzielać prawdziwych odpowiedzi – możesz je wymyślić.



www.parentmap.com

1. Where are the people?

2. What is the boy doing?

3. What is there on the table?

4. Why is the woman smiling? What do you think?

5. What activities do you usually do together with your family?
