Zadanie 1. (0–5)

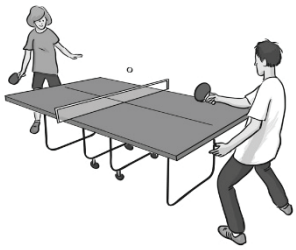
Usłyszysz dwukrotnie pięć tekstów. W zadaniach 1.1.–1.5., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C.

1.1. Which sport does the boy want to try?

A.



B.



C.

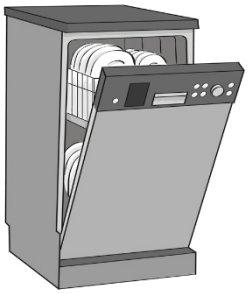


1.2. Which machine does the boy need help with?

A.



B.



C.

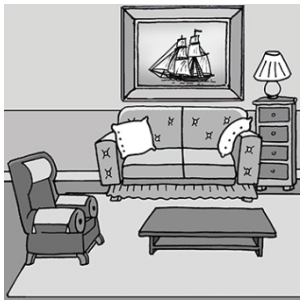


1.3. Where are the man and the woman talking?

A.



B.



C.



1.4. The announcement is about

A. a head teacher’s new idea.
B. an event suggested by students.
C. a competition with a funny T-shirt as a prize.

1.5. The man at the gym

A. offers some help.
B. asks for instructions.
C. agrees with a suggestion.

Zadanie 2. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi na temat nauki jazdy na rowerze. 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. I was afraid because of a bad experience.
B. Other people laughed at me.
C. I used a bike with training wheels at first.
D. At some point I asked my brother to stop helping me.
E. I fell off a lot of times but I succeeded without anybody's help.

2.1.	2.2.	2.3.	2.4.

Zadanie 3. (0–4)

Usłyszysz dwukrotnie komunikat przekazywany uczniom przez nauczyciela przed wyjściem do kina. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.4. w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

CLASS 8B CINEMA TRIP

What time are we meeting? **3.1.** _____ a.m.

What means of transport are we going to use? **3.2.** _____

What film are we going to see? **3.3.** _____

Where are we going after lunch? **3.4.** _____

Zadanie 4. (0–4)

Usłyszysz dwukrotnie cztery wypowiedzi związane z przygotowywaniem potraw (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. My grandma gave me the recipe.
B. These vegetables are too salty.
C. No, I never ate them.
D. Not really. I didn't learn anything new.
E. Oh, I've already cooked our favourite dish myself.

4.1.	4.2.	4.3.	4.4.

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. Obcokrajowiec pyta Cię, gdzie jest informacja turystyczna. Jak wskażesz mu drogę?
A. It's all right. I'll look for the way on my own.
B. Go to the end of this street and look to your right.
C. Could you go to the information office right now?

5.2. Twoja siostra dostała się na wymarzone studia. Jak jej pogratulujesz?
A. You'll pass, no worries.
B. Get better soon.
C. I'm so proud of you!

5.3. Nowy kolega przygląda się, jak gracie w piłkę nożną. Proponujesz mu, żeby zagrał z Wami. Co mu powiesz?
A. Why don't you join us?
B. What game do you like playing?
C. Do you want to watch the game with us?

5.4. Kolega proponuje Ci wspólne wyjście do kina. Nie możesz pójść. Co mu powiesz?
A. I won't be able to go.
B. Why don't we go?
C. I didn't mean it.

Zadanie 6. (0–3)

Uzupełnij dialog. Wpisz w każdą lukę (6.1.–6.3.) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. 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: Hi, Mike. What are you doing during the holidays?

Y: I'm going camping with my parents at Lake Barie. **6.1. (like)** _____ _____ to come with us?

X: I'd love to. But there's one problem – I don't have a sleeping bag.

Y: Oh, that's no problem at all. I have an extra one.

X: **6.2. (borrow)** _____ it from you?

Y: Sure.

X: And **6.3. (far)** _____ it to Lake Barie from here?

Y: It's about one hundred kilometres.

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.

ANNIE'S DIARY

Friday

3 p.m. Breaking up with Peter wasn't so hard. I said, "Let's be friends". He agreed.

5 p.m. Kate called me. She can't go to the party! She had an argument with her mum and has to stay at home. Without Kate, the party will be a disaster.

Saturday morning The party wasn't that bad after all. There were some nice people I hadn't met before. One of them was a girl from Italy. I talked to her and I was surprised to find out that we live in the same street!

7.1. During the party, Annie

A. had an argument with her mum.
B. broke up with her boyfriend.
C. made a new friend.



7.2. This notice can be found

A. at a museum.
B. at a stadium.
C. at an airport.

Dave,
There are two free places on the trip to London. Two students from class 8B called me to say they are sick and can't go with us. If anyone from your class is interested, tell them to see me tomorrow during the lunch break. I will explain everything and give them some forms to fill in.
Thank you for your help.
Best regards,
John Smith

Send

7.3. The author of this text

A. explains to Dave how to fill in the forms.
B. asks Dave to pass on some information.
C. thanks Dave for calling absent students.

Have you ever heard about **WebDoctor**?
Consult our doctors from home for minor health problems.

Please click on the link below. The procedure is as follows.

1. You send us details about your illness.
2. A doctor analyses your symptoms and decides what you need.
3. The doctor rings you with suggestions about what to do and what medicines may help.

GET STARTED NOW

7.4. This text is about how to

A. get medical advice.
B. arrange a doctor's appointment at a health centre.
C. buy medicines online.

Zadanie 8. (0–4)

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.



A LOBSTER WITH A LOGO

In the sea near a Canadian island some fishermen caught a lobster with a popular soft drink logo on one of its claws. The fishermen did not notice the logo and they passed all the lobsters to Mrs Karissa Landstrand, who worked on the same boat. She put the lobsters into boxes for transportation. **8.1.** _____ At first she thought that there was a piece of a sticker on the lobster. **8.2.** _____ When she touched the claw, she saw that it wasn't plastic or paper but rather some kind of paint. Finally, Mrs Landstrand decided to show the lobster to the other fishermen on the boat. They couldn't understand how the logo had got onto the claw, either. **8.3.** _____ However, they knew that no one could put a picture on a creature living at the bottom of the ocean, so the logo was probably from a piece of garbage that had spent a long time lying on the lobster's claw. The story shows that in our oceans there is a problem not only with the tonnes of litter that we can see on the water. **8.4.** _____ We must really start recycling or we'll have oceans of rubbish.

A. It seemed to them that it was a tattoo or a drawing.
B. She had removed the plastic from the lobster's claw.
C. While doing this, she saw the lobster with the logo on its claw.
D. In fact, scientists tell us that deep down at the bottom there's even more of it.
E. So she decided to remove it with her finger.

Zadanie 9. (0–4)

Przeczytaj trzy opisy wynalazków (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.

INVENTED BY MISTAKE



A. Post-It Notes

In 1970, Spencer Silver tried to invent a new super-strong glue, but he made a very weak one instead. Not happy with the result, the scientist put away his invention. Years later, his friend used that weak glue on little pieces of paper to mark the places in his books where he finished reading. That's how the idea of *Post-it Notes* was born.



B. Potato crisps

One day a man in a New York restaurant sent back his plate of fried potatoes, asking to make them thinner and more fried. He did that again and again. Finally, the chef cut the potatoes very thinly and fried them until they were hard and crispy. To the chef's surprise, the man loved them and wanted more!



C. Microwave oven

In 1945, Percy Spencer was standing near a device that produced microwaves. Suddenly, he noticed that a chocolate bar in his pocket became soft and warm. An idea hit him that microwaves could be used for cooking. Spencer's first microwave oven was huge so no one wanted to buy it. However, when smaller models were introduced, sales started to grow.

Na podstawie: www.businessinsider.com

This invention

9.1.	wasn't successful at first because of its large size.	
9.2.	was made using a substance which disappointed its inventor.	
9.3.	was created while trying to make a complaining customer happy.	
9.4.	was inspired by accidentally heating up something to eat.	

Zadanie 10. (0–3)

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

GIVE ITEMS YOU DON'T NEED TO A YARD SALE!!!



The sale is on Saturday, 5 May
at 13 Oak Road, Charlesville



Our local charity is raising money for people in need.

Bring clean and working items only.
Place smaller items in boxes so they are easier to carry.
Please do not pack them in plastic bags because we are eco-friendly.



Items we are collecting:
Books, CDs, DVDs, electronic devices;
Sports, kitchen and household equipment;
Children's clothes and toys.

For more info contact Louise Jenkins at yardsale@charlesville.com

Dear Neighbours,
Please do not bring any more dolls and teddy bears. We've collected so many of them that we won't be able to sell them all. Other toys are welcome. ☺
If you have any spare time and want to help, join us before the sale on Friday evening at the address given above. We have printed price labels for everything, but we need volunteers to help us put them on the items. And on Saturday any support with selling will be more than welcome.
Let's help others!
Organisers

Wiadomość

Od:	anna123@mail.com
Do:	adam345@mail.com
Temat:	Kiermasz rzeczy używanych

Cześć Adam!

Czy chciałbyś wziąć ze mną udział w akcji charytatywnej w najbliższą sobotę? Organizatorzy proszą o przynoszenie wyłącznie czystych i sprawnych rzeczy. Małe przedmioty powinny być spakowane w **10.1.** _____. Można przekazać książki, płyty CD/DVD, sprzęt elektroniczny i sportowy, AGD, ubrania dziecięce i zabawki. Organizatorzy proszą tylko, żeby nie przynosić już więcej **10.2.** _____ i _____. Akcja zbierania przedmiotów już trwa. A może zgłosimy się też do pomocy? Potrzeba ochotników, którzy będą sprzedawać przedmioty, ale najpierw pomogą **10.3.** _____ na tych rzeczach. Daj znać, co o tym myślisz.

Pozdrawiam!

Ania

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. available	**B.** impossible	**C.** later	**D.** results	**E.** rules	**F.** shorter

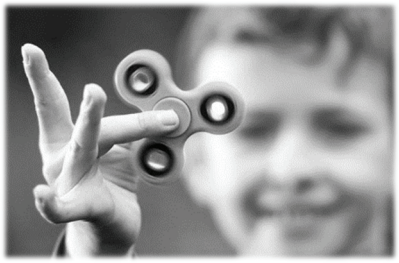


HUMAN VS MACHINE

Go is a strategy board game for two players in which each player tries to take a larger area of the board than their opponent. In 2015, most computer experts still believed it would be **11.1.** _____ for a machine to win against the best human *Go* players for another decade. However, it happened only a year **11.2.** _____, in 2016. The **11.3.** _____ of the game are quite simple, but it was very difficult for scientists to create a computer program that could compete with people. What will happen when computers start to design themselves?

Zadanie 12. (0–4)

Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 12.1.–12.4. Zakreśl jedną z liter: A, B albo C.



FIDGET SPINNERS IN THE CLASSROOM

Fidget spinners have become very popular. They **12.1.** _____ by a chemical engineer, Catherine Hettinger, in 1993. Many students bring them to school. Teachers don't like that very much because children who play with fidget spinners disturb others **12.2.** _____ lessons. However, some people think that this toy helps children **12.3.** _____ more relaxed, and as a result they concentrate better. Sometimes children who use fidget spinners even get better marks at school. So, **12.4.** _____ is right?

Teachers, parents and students – what are your opinions on fidget spinners? We would like to invite you to a discussion on our website tomorrow!

12.1.	**A.**	were invented	**B.**	were inventing	**C.** invented
12.2.	**A.**	during	**B.**	when	**C.** while
12.3.	**A.**	felt	**B.**	feel	**C.** feeling
12.4.	**A.**	why	**B.**	that	**C.** who

Zadanie 13. (0–4)

Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.
Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

13.1. What is (*najwyższy*) _____ building in your town?

13.2. (*Nie byłem*) _____ in the park yesterday.

13.3. Please (*wróć*) _____ home from work as soon as you can.

13.4. The film was (*zbyt nudny*) _____ for me to watch so I went to bed early.

Zadanie 14. (0–10)

Rodzice przeprowadzili remont w Waszym domu. W e-mailu do koleżanki z Anglii:

- **napisz, w jaki sposób pomagałeś(-aś) rodzicom w czasie remontu**
- **opisz, jak wygląda Twój pokój po remoncie**
- **zaproś koleżankę do siebie i zaproponuj jej sposób wspólnego spędzenia czasu.**

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 słów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.*

CZYSTOPIS

