

Sprawdzian kompetencji językowych z języka angielskiego
do klasy 1g (oddziału międzynarodowego) realizującej program
International Baccalaureate Diploma Programme

Czas trwania: 90 minut
Ilość punktów możliwych do zdobycia: 50

PART 1: LISTENING

TASK 1 You will hear five people talking about doing sport at school. For questions 1–5, choose from the list A–H what each speaker says. Use the letters only once. There are three extra letters which you do not need to use. (5 points)

- A I stopped doing a sport I was good at.
- B I read a lot of books about sport.
- C I found one sport particularly tedious.
- D I couldn't do a lot of sport because of illness.
- E I became successful because of good training.
- F I blame my lack of talent at school for my dislike of sport.
- G I worried about the selection procedure for sports teams.
- H I disliked doing sports outside in certain weather conditions.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

TASK 2 You will hear part of a radio interview with an actress called Sally. For questions 1–7, choose the best answer (A, B or C). (7 points)

- 1 Sally likes the part of Nerissa because
 - A it is the best acting she's ever done.
 - B it is different to her previous roles.
 - C it is a very well-written part.
- 2 When Sally looks back to her early acting experiences, she's
 - A proud of her early success.
 - B interested in what pushed her to start.
 - C surprised by her strength of character.
- 3 How can taking part in school drama productions help young people?
 - A It can teach them to work as a team.
 - B It can familiarize them with the technical aspects of a production.
 - C It can persuade them to go to drama school.
- 4 Joining the National Youth Theatre showed Sally's parents that
 - A she had determination.
 - B she was mature enough to leave home.
 - C she had real prospects in acting.
- 5 Sally says she had problems
 - A finding her way around London.

- B adapting to the rules of the company.
 C accepting criticism from others.
- 6 Sally lost contact with her friends from that time because
 A they didn't exchange addresses.
 B they were distracted by other things.
 C they hadn't all got on very well.
- 7 Why does Sally think that going to the National Youth Theatre is beneficial?
 A It acts as an agency for young actors.
 B It guarantees entry to competitive drama schools.
 C It provides opportunities for making useful contacts.

PART 2: VOCABULARY

TASK 3 Fill in the gaps with the correct forms of the words provided in brackets. Write them in capital letters. **(5 points)**

1. I travelled to Scotland on the _____ train and slept all the way. **(NIGHT)**
2. You're always breaking things! Why are you so _____. **(CARE)**
3. The government is providing more money to help _____ people. **(EMPLOY)**
4. We all believe in _____ between nations. **(FRIEND)**
5. Tomas was very _____ with the service at the hotel. **(SATISFY)**

TASK 4 Choose one correct answer: A, B, C or D. **(3 points)**

1. I _____ my plane and I had to wait twelve hours for the next one.
 A. lost B. refused C. missed D. altered
2. They _____ all day swimming and sunbathing at the beach.
 A. did B. used C. spent D. occupied
3. Martin hasn't quite _____ his illness yet.
 A. recovered B. got over C. looked after D. suffered

TASK 5 In each point choose the appropriate option A, B or C. **(5 points)**

1. Would you be able to make friends with someone who is completely different from you?

- A. Will you make
- B. Could you make
- C. Should you make

2. Is Harry your nephew?

- A. the son of your brother
- B. your sister's husband
- C. your mother's brother

3. She can't be expecting a baby – she is so slim.

- A. She is not allowed to expect a baby
- B. She is not able to expect a baby
- C. It is impossible that she's expecting a baby

4. How do people celebrate New Year in Poland?

- A. watch
- B. see
- C. welcome

5. I couldn't stand staying at home all the time during the lockdown.

- A. put down
- B. put up with
- C. put through

PART 3: LEXICAL - GRAMMATICAL TRANSFORMATIONS

TASK 6 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. You must use between two and five words, including the word given. **DO NOT CHANGE THE WORD GIVEN. (5 points)**

1. When you phoned me, it was my lunch time.. (I)

When you phoned me _____
lunch.

2. I started living here three years ago. (**for**)

I _____ three years.

3. If I were you, I'd try to get some sleep. (**advise**)

I _____ try to get some
sleep.

4. We won't go out if the weather is bad. (**won't**)

We _____ the weather is
good.

5. What a pity we didn't see the match. (**wish**)

I _____ the match.

PART 4: READING

TASK 7 You are going to read an extract from a novel. For questions 1–5, choose the answer (A, B, C or D) which you think fits best according to the text. (10 points - 2 pts each)

You are going to read an extract from a novel. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 From the first paragraph, we believe that the writer is
- A looking forward to doing sports at school.
 - B concerned about appearing immature.
 - C worried about learning new literacy skills.
 - D excited about earning some extra pocket money.
- 2 How does the writer feel on the first day of school?
- A He can understand how the other parents are feeling.
 - B He is sure that his son will do well at school.
 - C He is sad that he cannot stay.
 - D He is nervous about meeting the other parents.
- 3 What does the word 'nostalgic' in line 22 refer to?
- A the fact that the writer's son is growing up
 - B the way some first schools have changed
 - C the writer's memories of his own first school
 - D the writer's previous experience as a teacher
- 4 The writer believes that the classes are named after two birds because
- A the school wants to encourage competition.
 - B the school wants to increase an awareness of nature.
 - C the school wants to show parents the different levels.
 - D the school wants children to feel the same.
- 5 The writer's younger child
- A profits from his brother's absence.
 - B expects his brother to return soon.
 - C enjoys special treats while his brother is away.
 - D wants to be grown-up enough to go to school too.

My first day at school – too bad my son was there too

Everyone remembers their first day. For me, the whole summer holiday had been leading up to it. I arranged and rearranged pencils in a pencil case. I worried about the selection of a lunchbox. I liked one with little blue owls on it, but was it too babyish? Would it lead to teasing? I approved of red gym shorts and white tops and, for the first time, I had plimsoll* shoes so impressively specialized that they have no other use outside the school gymnasium. I talked about the wonders of school endlessly. Reading, for goodness' sake! And writing! Imagine how one could live with a skill such as writing. One could earn, oh, maybe even enough to buy plimsolls. Yes, I was so thrilled about going to big school that the summer went by in a blur, and when the big day arrived, I was very, very excited.

I walked proudly through the school gate. All the other children and their mums and dads were there, standing nervously in the playground. I was so proud to have got to this stage in my life. I felt terrifically grown-up. I remember it as if it were yesterday – because it was. Oh, and our eldest son came, too. As a matter of fact, they let him stay for the whole day. It was a bit hard for me to be told I had to leave him in the Robins class and make my way home alone. One of the mums put a sympathetic hand on my arm. 'It's OK,' she said. 'It's perfectly normal, of course you're going to miss him.'

'But you don't understand,' I said. 'It isn't the boy I miss; I see him all the time. No, it's the poster paints. It's the glue pots, the brushes, the glitter. Oh, don't tell me you're not a little nostalgic?' She looked at me as if I was quite, quite mad but then again, she was a mum from the Sparrows class, over which we Robins are naturally starting to develop a sense of superiority. The school is completely fair, and I like to imagine they had chosen two birds of roughly equal status to name the two classes for the new children.

Back home, I found our two-year-old mad with joy. For the first time in his little life, big brother wasn't there to take the praise for doing everything first. Junior was taking full advantage, treating everyone to a performance of his physical skills and funny jokes, bathing in the attention, like a dolphin in a marine show, and looked devastated and betrayed when our older boy came home at the end of the day. I guess when we'd explained to the little fellow that his brother was going to big school, we hadn't thought to mention that he would regularly come back.

Our older boy's entrance was quite extraordinary. He solemnly hung his coat on the peg. And that one gesture (he normally just throws it on the floor) indicated a level of maturity that other people were unlikely ever to reach. He gazed at the rest of us with an expression close to pity. He had been to big school. We had not. There were things, therefore, that we could not possibly understand. There was a whole universe of triangles, gold stars and wall bars that we simply knew nothing about.

So, go on, what did you do at school today? I asked eagerly. Our older boy gave a sigh and a shrug. 'Oh,' he said, 'you know. Nothing.'

**plimsoll: a light shoe made from strong cotton on the top and rubber on the bottom, used for playing games and sports*

Uzupełnia egzaminator:

TREŚĆ	SPÓJNOŚĆ I LOGIKA WYPOWIEDZI	ZAKRES ŚRODKÓW JĘZYKOWYCH	POPRAWNOŚĆ ŚRODKÓW JĘZYKOWYCH
0-4	0-2	0-2	0-2

NOTES

KLUCZ

TASK 1:

1H 2F 3A 4G 5C

TASK 2:

1B 2C 3A 4C 5A 6B 7C

TASK 3:

- 1. OVERNIGHT**
- 2. CARELESS**
- 3. UNEMPLOYED**
- 4. FRIENDSHIP**
- 5. DISSATISFIED / UNSATISFIED**

TASK 4

1. C 2. C 3. B

TASK 5.

1. B 2A 3C 4C 5B

TASK 6

- 1. I was having / I was eating**
- 2. have been living here for / have lived here for**
- 3. advise you to / advise that you should / would advise you to**
- 4. won't go out unless / won't stay in if / won't stay at home if / won't stay inside if**
- 5. wish we had seen**

TASK 7

1B 2C 3C 4D 5A

Task 8

TREŚĆ	SPÓJNOŚĆ I LOGIKA WYPOWIEDZI	ZAKRES ŚRODKÓW JĘZYKOWYCH	POPRAWNOŚĆ ŚRODKÓW JĘZYKOWYCH
0-4	0-2	0-2	0-2

TASK 1 SCRIPT:

Speaker 1

My memories of doing sport at school aren't particularly good. That's not because I was unfit and couldn't keep up with the others. It was just something I didn't look forward to. The idea of running round a playing field in shorts on a cold morning was definitely not my idea of fun. We had sports first thing on Monday mornings and thinking about it really spoiled my Sunday evenings. These days I work out at a gym to keep fit. That's much more civilized!

Speaker 2

I still go cold all over when I think about sports lessons at school. I know a lot of kids moan about doing school sports but in my case I really hated it. The reason was quite simple. I was no good. I always came last in races, I couldn't jump or throw things and I let everyone down in team games. Worrying about it even made me ill. They say that competition is good for school children but I don't agree at all. I don't see how being forced to do sports helped me in any way. It just put me off sport for life.

Speaker 3

When I was in my early teens I was pretty skilled at table tennis. It wasn't part of our school sports programme, but we had some tables in a games room and I used to play every day, just for fun. At least it was at first. Then I became school champion and that's when I began to hate it. It sounds crazy, doesn't it? But it was the competition that I didn't like. Every match I played I had to defend my title and I got so nervous that I stopped enjoying it. I gave up playing when I was about fourteen and I haven't played since.

Speaker 4

I do a lot of sport these days which is odd really, as I had some bad experiences in sports lessons at school. It was that moment in lessons when the team captains had to choose their teams. And I'm sure there are loads of people just like me who used to get that horrible sinking feeling – thinking that I was going to be the last person they chose, the person no one wanted on their team because I was so useless. I never was the very last but it was just that fear, if you know what I mean – the fear that everyone was going to laugh at you.

Speaker 5

I was never very sporty at school. I much preferred drama or languages, even maths or science – I guess I just liked studying. I didn't have anything against sport itself. I was reasonably fit and I did quite well in competitions when I made the effort. I just thought all that running and jumping was a waste of time. And as for swimming ... well, swimming up and down a pool for half an hour was soooo boring! I'm still not that keen on exercise today and I get bored very easily at the gym. I have an exercise bike at home so that I can read a book while I'm cycling or watch television!

TASK 2:

Part 4: Multiple choice

I = Interviewer S = Sally I: My interview this morning is with actress Sally Grant, who I'm sure many of you know from the historical drama *Kings and Queens*. She is currently preparing to play the role of Nerissa in the science-fiction film *Beyond The Stars*. Good morning, Sally.

S: Good morning.

I: First, I must ask – what's it like to be Nerissa in *Beyond the Stars*? **S:** I couldn't have asked for a better role. In the past, I've always played romantic young ladies or nice wives who've been let down by their husbands, but this is my first experience of being a character who is really evil and I love it!

I: So, tell me Sally – how did you get into acting in the first place?

S: OK – well, as a kid I loved putting on costumes and doing plays with my friends – I used to force all my classmates to act in my plays. I, of course, was always the heroine with the biggest part! We did them in the playground at school or performed them to our adoring parents at home. Now I look back and I can't believe how bossy I was and how the other kids always did what I wanted!

I: I remember people like you at school!

S: I know, I must have been such a pain! Anyway, I was encouraged to join the drama club at school and then I did quite a few school plays. School productions are great for training young actors. You learn to perform as a group and not just look for the spotlight yourself all the time. A performance involves depending on others – your fellow actors, the stage management team and so on. It was good for me – although I did get to play all the lead roles which gave me a bit of a big head.

I: So, when did you decide that you wanted to be an actor as a profession? Was it early on? **S:** I suppose it was when I joined the National Youth Theatre at the age of fourteen. Before then my parents kept saying that acting wasn't a reliable career and it was fine as a hobby but not something

that would earn me a lot of money! But then I auditioned for the National Youth Theatre. They select young people from all over the country and then they bring them to London during the holidays to rehearse and put on a show in the West End. It's very difficult to get into because they audition hundreds and hundreds of kids. When I got through the audition, my parents realized that maybe there was a future in acting for me after all.

I: What was it like – your first time in London?

S: Oh – amazing! To be part of the cast of a big play in London was a dream for me. And to be with a group of youngsters, all up in London for the first time was incredible. I stayed at a special hostel with five other girls and every day we'd get the tube into central London for rehearsals. We kept getting lost and ending up in some really unusual places! Then after a few weeks of solid rehearsing the show opened in the West End and every night we were up on stage in front of real, live, critical audiences! What I learned during that time apart from how to have a really fun time, was discipline – how to keep to a schedule, to look after your voice, to be punctual ... everything a real actor needs.

I: Did you keep in touch with people from that time?

S: I meant to – we all meant to! But afterwards there was so much going on in our lives – school, boyfriends, exams, you know ... that gradually we lost touch. It was a great shame. But in recent years I've met up with quite a few of the old crowd. A lot of us went into acting after school and have become successful, so I sometimes find myself on stage or in a TV programme with some of my old mates.

I: Did going to the National Youth Theatre help you a lot in your acting career?

S: Yes, it did. It's not intended to be a talent-spotting company and many kids who belong to the NYT when they're young never go on to do acting at drama school. But if you do decide that it's what you want to do then there are people you meet there who can help you later. Going to the NYT convinced me that I wanted to spend my life acting and persuaded my parents to let me try.

I: And we're all glad that they did. Thank you, Sally. And good luck with the new film.