

Sprawdzian kompetencji językowych z języka angielskiego

do klasy 1b (oddział medyczny-dwujęzyczny) oraz 1f (oddział międzynarodowy) 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.

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

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

ause

- 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
- D. put up with
- E. 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*

PART 5: WRITING

TASK 8

I’m coming with my mum and dad for a week’s break in your country next month. Unfortunately, it’s when you’re off on your holiday to America! Can you suggest a pretty part of your country to visit? We’d like to stay in a country hotel but we’ll be in the car so we can travel around a bit and visit some interesting sights.

Thanks

This is part of an email you have received from your English friend, Dan.

Napisz odpowiedź do Dana, w której:

* wyrazisz ubolewanie, że się nie spotkacie;

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

NOTES