

## SPRAWDZIAN KOMPETENCJI JĘZYKOWYCH

### W III LO W GDAŃSKU

#### Przykładowe zadania

#### ZADANIE 1. (FRAGMENT ZADANIA)

Przeczytaj tekst oraz zdania w tabeli poniżej. Na podstawie treści zawartych w tekście zaznacz w tabeli, które ze zdań 1.1-1.5. są prawdziwe, a które fałszywe. (5 punktów)

#### ARE CELEBRITIES BAD FOR YOU?

Celebrities are everywhere nowadays: on TV, in magazines, online. Is this interest in famous people harmless fun or is it bad for us? How many people are truly obsessed with modern media idols? And on the other side of the coin, can fame be harmful to the celebrities?

Studies suggest that the vast majority of teenagers do not really worship celebrities. About 15% of young people have an ‘entertainment-social’ interest. They love chatting about their favourite celebrities with friends and this does not appear to do any harm.

Another 5% feel that they have an ‘intense-personal’ relationship with a celebrity. Sometimes they see them as their soulmate and find that they are often thinking about them, even when they don’t want to. These people are more at risk from depression and anxiety. If girls in this group idolise a female star with a body they consider to be perfect, they are more likely to be unhappy with their own bodies.

		TRUE	FALSE
1.1.	15% of teenagers have an interest in celebrities that probably isn't potentially dangerous.		
1.2.	Young people who feel they have an 'intense-personal' relationship with a celebrity do not experience any negative consequences because of it.		

#### ZADANIE 2. (FRAGMENT ZADANIA)

Przeczytaj tekst. Uzupełnij go brakującymi zdaniami (A–G). Wpisz odpowiednią literę w każde miejsce (2.1.–2.5.). Uwaga! Dwa zdania zostały podane dodatkowo i nie pasują do tekstu. (5 punktów)

#### Orlando Bloom

Orlando Bloom’s plans of becoming an actor developed quite early on when he realised that the characters he saw on TV and in the movies weren’t real. 2.1. \_\_\_\_\_ ‘Once I realised that I could be Superman or I could be The Hustler or I could be Daniel Day Lewis’ character in *The Last of the Mohicans* – I was like, ‘Man, I can become an actor and be all of those things.’

In 1993 Orlando moved to London and joined the National Youth Theatre. There he developed his acting and got his first professional acting role in an episode of *Casualty*, a British television hospital drama series. But his first memorable film appearance, in the movie *Wilde* in 1997, earned him various film and television offers.

2.2. \_\_\_\_\_ Here he studied acting, sculpture and photography for three years.

- A. After getting the part, he spent the next eighteen months shooting his scenes in all three movies.
- B. Accidents certainly seem to love him and he has an injury list to prove it.
- C. They were in fact actors.
- D. However, he made a complete recovery.
- E. One film followed the other quickly.
- F. But he didn't accept these, choosing to learn more instead and attend the Guildhall School of Music and Drama in London.
- G. But in interviews and magazines his fans discovered that Orlando was quite different from the character he played in the film.

**ZADANIE 3. (FRAGMENT ZADANIA)**

Przeczytaj tekst. W lukach 3.1.– 3.5. z podanych odpowiedzi A,B lub C wybierz właściwą, aby tekst był logiczny i gramatycznie poprawny. Zakreśl swoją odpowiedź. (5 punktów) (FRAGMENT)

**'HOW DID I EVER MANAGE TO GET MYSELF INTO THIS?'**

Sandy wondered aloud and then sighed heavily, although no one was there to hear her. She looked down again from the top of the slope and quickly shut her eyes to block out the sight.

'Help!' she said in not more than 3.1. \_\_\_\_\_ with her eyes still closed. 'Michael? Anyone? Please, oh please... somebody help me out of this mess!' She was louder the second time, but without anyone nearby to respond – not even Michael, her best friend – it did little to 3.2. \_\_\_\_\_ her present problem.

3.1.

- A. a tear
- B. a whisper
- C. a regret

3.2.

- A. cause
- B. create
- C. solve

**ZADANIE 4. (FRAGMENT ZADANIA)**

Przeczytaj tekst i wybierz spośród podanych odpowiedzi A-H wstaw w luki 4.1.-4.5. takie, aby tekst był gramatycznie i logicznie poprawny. UWAGA! Dwie odpowiedzi zostały podane dodatkowo i nie pasują do żadnych z luk 4.1. – 4.5. (5 punktów)

<ul style="list-style-type: none"> <li>A. a lift</li> <li>B. time</li> <li>C. cats and dogs</li> </ul>	<p><b>Shoplifter Gets a Dose of His Own Medicine</b></p> <p>A man was driving his pickup truck from Colorado to New Mexico. It was raining 4.1. _____. The man saw a hitchhiker on the side of the road and gave him 4.2. _____. The hitchhiker said his nickname was Tear Drop. Under his left eye was a tattoo in the shape of a tear drop.</p>
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**ZADANIE 5. (FRAGMENT ZADANIA)**

Wybierz w każdym zdaniu jeden z trzech podanych wyrazów tak, aby poprawnie pod względem gramatycznym i logicznym uzupełnić zdanie. (5 punktów)

5.1. She is a teacher by *job* / *career* / *profession*.

5.2. Ann never *misses* / *loses* / *forgets* her temper.

**ZADANIE 6. (FRAGMENT ZADANIA)**

Przeczytaj zadania/wyrażenia po polsku 6.1.-6.5. i zakreśl jedną z podanych odpowiedzi A,B,C lub D, która jest poprawnym pod względem treści i gramatyki jego tłumaczeniem na język angielski.

6.1. *John nie mógł napisać tego listu.*

- A. It is impossible that John had written this letter.
- B. It's impossible for John to write this letter.
- C. John can't have written this letter.
- D. John couldn't write this letter.

**ZADANIE 7. (FRAGMENT ZADANIA)**

Zakreśl czasownik złożony, który jest poprawnym odpowiednikiem wytłuszczonego czasownika w zdaniach 10.1-10.5 przed transformacją.

7.1. He decided to **postpone** his visit to Scotland.

He *called off* / *put off* his visit to Scotland.

7.2. She **took care of** my cat while I was on holiday.

She *looks after* / *takes after* my cat while I was on holiday.

**ZADANIE 8. (FRAGMENT ZADANIA)**

Przeczytaj tekst i uzupełnij zdania, wpisując w każdą lukę (8.1.–8.4.) wyraz utworzony od wyrazu podanego w nawiasie, tak aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. (5 punkty)

It was years since I had visited my borne town and I was determined to enjoy my stay. I went to see my old friend, Tom Clark, who, among other things, was a member of the Local Council. At the time Tom was busy making **8.1.** \_\_\_\_\_ (**arrange**) for a distinguished writer to give a talk on modern literature at the town library. As the subject interested me a great deal, I gladly accepted Tom's **8.2.** \_\_\_\_\_ (**invite**) to go with him.

**ZADANIE 9. (FRAGMENT ZADANIA)**

Uzupełnij luki w zdaniach 9.1.-9.5. właściwym przyimkiem (np. *to, for, in*). (5 punktów)

9.1. All the people suffering ..... poverty were promised some help.

9.2. They were very keen ..... doing something different over the weekend.

**ZADANIE 10 (FRAGMENT ZADANIA)**

Uzupełnij zdania 10.1.– 10.5., tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy. (5 punktów)

10.1. “How many books did you lend yesterday?” Mary asked me.

Mary asked me how many books I .....(lend) the previous day.

10.2. “You don’t need to take your camera with you because George is going to take one.”

“Well, I had better take one in case he ..... (forget) his.”