**ROK SZKOLNY 2023/2024**

**Sprawdzian kompetencji językowych z języka angielskiego dla absolwentów szkoły podstawowej - kandydatów do oddziału dwujęzycznego (1g)**

**Czas pisania: 60 minut**

**Wymagane: 40 % poprawnych odpowiedzi**

**GOOD LUCK!**

**Imię i nazwisko kandydata:**

**PESEL:**

**I. ROZUMIENIE TEKSTU PISANEGO (10 punktów)**

**Przeczytaj poniższy tekst. Z poniższych odpowiedzi wybierz właściwą zgodną**

**z treścią tekstu. Zaznacz jedną z czterech możliwości, zakreślając literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 2 punkty.**

The mystery of the Princes in the Tower is the most mysterious murder story in English history. The boys were the sons of King Edward IV, whose death in April 1483 made his oldest son, Edward, the king. As Edward V was only thirteen, he needed an adult to help him, a protector. His mother wanted someone who had been a loyal servant to Edward’s father, but his uncle Richard got the job instead. It is very likely that the ambitious uncle wasn’t fond of his nephew, who stood in his way to the throne. Edward V and his younger brother were staying in the Tower of London when, in July 1483, their uncle declared himself King Richard III, and the boys suddenly disappeared, causing a lot of speculation about what had happened to them. This only increased when in 1503, a servant admitted he had killed the princes by the order of Richard III, and afterwards Sir Thomas More wrote a ‘history’ of disappearance. Shakespeare’ s play written about a century later showing Richard as the murderer didn’t help Richard’s case either.

According to many historians, though, the details are even more curious. There was another ambitious person dreaming of the throne – Henry Tudor. After fighting against Richard III, Henry finally became king in 1485. But instead of immediately searching for the princes, he was silent for about a year, which suggests he might have been the murderer or could have known the boys were still alive. He didn’t call Richard a murderer until 1486. Also, till the end of his reign, Henry had problems with a man who claimed that he was Edward V. Henry put him to prison, but never openly said the man was lying.

In 1674, the skeletons of two children were found in the Tower. The king, Charles II, had no doubt they were the princes, so they were buried in Westminster Abbey. In 1933, the Westminster Abbey archivist L.E. Tannery and an anatomist, W. Wright, examined the bones. They weren’t positive, but said that perhaps these were the princes. Yet it seems likely that their aim was not to discover the truth behind the bones but to prove they were the princes’. Currently, scientists are comparing the DNA of the bones to that of a woman whose great-great-great-great (etc.) grandmother was the boys’ aunt. It might show whose bones they are, but it won’t show who killed the boys.

1. When Edward V became king of England,
2. he and his uncle liked each other very much.
3. some of his servants were disloyal to him.
4. Richard was supposed to officially help him.
5. his mother asked his father’s servants to protect him.
6. Shakespeare’s play
7. was one of the reasons people believe Richard was the murderer.
8. show Richard had no helpers when he murdered the boys.
9. was the source of a book written by Sir Thomas More.
10. was perhaps based on first-hand knowledge.
11. Henry Tudor
12. must have known Richard had killed the princes.
13. knew the princes were still alive when became king.
14. accused Richard III of murder immediately after he became the king.
15. might have thought the man in prison really was Edward V.
16. The text suggests that the 1933 studies of the bones found in 1674
17. showed that there is no doubt these were the princes.
18. were rather subjective and unreliable.
19. helped scientists doing DNA research find the answers.
20. will be confirmed by the current studies.
21. The author of this text
22. criticises the way historians describe the story of the princes.
23. show there are more questions than answers to this story.
24. proves the princes were killed by their ambitious uncle.
25. tries to uncover the truth about the boys’death.

 **Points: ….. /10**

**II. ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH - dobieranie (3 punkty)**

**Przeczytaj tekst. Spośród podanych wyrazów wybierz te, które poprawnie uzupełniają luki 1-3. Wpisz odpowiednią literę (A-F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

**A** own **C** improve **E** hard

**B** much **D** start **F** strong

**Eat more spinach**

Spinach is packed with vitamins and nutrients like betacarotene, which can 1) ……. your eyesight and Vitamin K which helps build 2) ….. bones. There are so many ways to eat it; try a spinach salad, spinach pasta or a spinach shake! You can even come up with your 3) …. recipes and benefit from this wonder food; you won’t regret it!.

 **Points: ……/3**

**III. ZNAJOMOŚĆ FUNKCJI JĘZYKOWYCH (5 punktów)**

**Do każdej z opisanych sytuacji (1-5) wybierz właściwą reakcję.**

**Zakreśl literę A, B albo C.**

* 1. **Chcesz dowiedzieć się o porę zamykania sklepu. Jak się o to zapytasz?**
1. How long does the shop stay open until?
2. When exactly does the shop open?
3. Does this shop close on Mondays?
	1. **Telefonujesz do gabinetu lekarskiego, aby umówić się na wizytę. Co powiesz?**
4. Can I ask the doctor something?
5. I’d like to make an appointment to see the doctor.
6. The doctor can see me at 3pm tomorrow.
	1. **Twój dentysta pyta, co Ci dolega. Jak odpowiesz?**
7. I haven’t eaten anything for days.
8. I have had a toothache since Monday.
9. It comes and goes.
	1. **Twoja klasa właśnie skończyła pisać klasówkę. Chcesz zapytać kolegę/koleżankę, jak sobie poradził/-a. Jak sformułujesz pytanie?**
10. What exam did you just have?
11. Will you get the highest mark in the test?
12. How do you reckon you did in the test?
	1. **Chcesz dowiedzieć się, gdzie jest punkt skupu surowców wtórnych. Widzisz przechodnia. Jakie zadasz mu pytanie?**
13. Would you like directions to the recycling centre?
14. Could you tell me how I can get to the recycling centre?
15. What can I recycle there?

**Points: ……/5**

**IV. SŁOWOTWÓRSTWO (6 punktów)**

**Wstaw słowa podane w nawiasach w poprawnej formie.**

1. The English were (envy) …………………………...….. of Spain’s rich colonies in South and Central America.
2. Elizabeth I was highly (intelligence) ……………………..…...…and well-educated.
3. The son of a (music)……………..…………, Galileo Galilei went to the University of Pisa to study medicine, but eventually became a professor of mathematics.

**Points: …... /6**

**V. ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH (20 punktów)**

**Transformacje ze słowem kluczem**

**Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.**

1**.** The thief stole the money while the cashier wasn’t looking. **BY**

The money ……………….. ………….…….. ………..… the thief while the cashier wasn’t looking.

2. The jury found it difficult to make a decision in the trial. **HAD**

The jury …….….… ………….…………….. in making a decision in the trial.

3. It’s pointless to go there. **POINT**

There is ………... ……………...… ……….. going there.
4. Who is this jacket? **BELONG**

 Who ……..…. this jacket ……..……………….… …... ?

5. He will probably go to prison for at least two years. **LIKELY**

He is ………………..… …….… …….….. to prison for at least two years.

**Points: …… /10**

**Tłumaczenie fragmentów zdań**

**Przetłumacz na język angielski fragment podany w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.**

**Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

1. Athens had (najlepszą marynarkę wojenną) …… ……… ………. in Greece!
2. The Suez Canal (został zbudowany) …….. ……..…. in 1867.
3. Religion played (ważną rolę) ..… ……………. ……….. in Egyptian life.
4. (Kto wynalazł) …….. ……………. the radio?
5. Martin Luther (był mnichem) …..…. …... ……… from Germany.

**Points: ….. /10**

**VI. TEST LEKSYKALNO – GRAMATYCZNY (6 punktów)**

**Parafraza\_**

**W zdaniach 1-4 spośród podanych opcji (A-C) wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę A, B lub C.**

1. This competition looks good. **Shall we enter it?**
2. We really must take part in it.
3. I suggest that we take part in it.
4. We are able to take part in it.
5. **It’s been more than a year since I saw my cousin.**
6. I saw my cousin many times last year.
7. I haven’t seen my cousin for over a year.
8. I’ve been seeing my cousin regularly since last year.
9. I **really appreciate** everything you have done.
10. I am dissatisfied with
11. I am astonished by
12. I am grateful for
13. **Do you fancy going to see** the National British Museum?
14. Do you feel you should see
15. Is it possible for you to see
16. Would you like to see

 **Points: …… /4**

**Uzupełnianie zdań\_**

**Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.**

**Uwaga! W każdym zdaniu brakuje maksymalnie pięć wyrazów.**

1. Unless (he/study) ……... …………..…. hard, he will not pass his entrance exams with flying colours.
2. ……… …….… …………….……..… (he/arrive) on time yesterday? **Points: ..…/2**

**FINAL SCORE: …………….…. /50 points**

ANSWER KEY

**I. Rozumienie testu czytanego (10punktów)**

1. **C**
2. **A**
3. **D**
4. **B**
5. **B**

**II. Znajomość środków językowych - dobieranie (3 punkty)**

1. **C**
2. **F**
3. **A**

**III. Znajomość funkcji językowych (5 punktów)**

1. A
2. B
3. B
4. C
5. B

**IV. ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH (20 punktów)**

**Transformacje ze słowem kluczem (10 punktów)**

1. WAS STOLEN BY

2. HAD DIFFICULTY

3. NO POINT IN

4. WHO **DOES** THIS JACKET **BELONG TO**?

5. LIKELY TO GO

**Tłumaczenie fragmentów zdań (10 punktów)**

1. The best navy
2. Was built
3. An important role
4. Who invented
5. Was a monk

**V. SŁOWOTWÓRSTWO (6 punktów)**

1. envious
2. intelligent
3. musician

**VI. TEST LEKSYKALNO – GRAMATYCZNY (6 punktów)**

1. B
2. B
3. C
4. C

**Uzupełnij zdania 1-2. (2 punkty)**

1. STUDIES
2. DID HE ARRIVE