

TYPY ZADAŃ NA EGZAMINIE DO KLASY DWUJĘZYCZNEJ

I. Przeczytaj tekst a następnie uzupełnij go usuniętymi zdaniami, wybierając je spośród propozycji od A do F (5 pkt)

Al Gore was leaving a baseball game with his six-year-old son when a shocking 1) **D**. His son Albert ran onto the road and was 2) **C** Albert was near death for a month, but luckily 3) **F** But the effect on Al Gore was more lasting. "I was so shaken by that trauma it 4) **A** In my personal life I put my family first. And in my professional life I was moved to 5) **B** really important." For Gore, that was saving the planet.

A caused me to change my priorities

D accident changed his life

B focus on what was

E the tragedy depressed him

C hit by a car

F made a full recovery

II. Przeczytaj tekst i uzupełnij brakujące w nim słowa. Podane są ich początki oraz ilość kresek, która odpowiada ilości brakujących liter w wyrazach do uzupełnienia. (10 pkt)

While kids shou **ld** **take** precautions, most experts **say** that **banning** teens from blogging is **impossible** , it only **takes** five minutes to set up an Internet **profile** . And the Internet is **sometimes** the **only** social gathering **place** for teens who aren't **allowed** to hang **out** in public spaces **because** of **safety** fears.

III. Dobierz słowa od A-G, które oznaczają to samo, co definicje lub wyrażenia z punktów od 1-5 (5 pkt)

1. having the same rights as others **C** 2. mother or father **D**

3. grow **F** 4. show **B** 5. a bad dream **G**

A decade B reveal C equality D parent E convenient F increase G nightmare

IV. Uzupełnij brakujące słowa w zdaniach. Ilość kresek oznacza ilość brakujących liter w wyrazach do uzupełnienia. (5 pkt)

1. I have always played video games and **watched** TV, and I spend a lot of time outdoors, too.

2. She was the Beatles' biggest fan and she had all their **records**.

3. I've tried talking to her about the problem but whenever I say something she changes the **subject**.

V. Zadaj pytania do podkreślonej części zdania (5 pkt)

1. Last week she did something stupid.

When *did she do something/anything stupid?*

2. She sometimes eats too much.

How much *does she sometimes eat?*

3. He taught you to dance so well.

Who *dances so well*?

VI. Wstaw we właściwym czasie czasowniki podane w nawiasach.(10 pkt)

1. Listen to me and tell me if you understand what I *am saying/ have said*.
2. We were not happy with the hotel so we *didn't stay* there for long.
3. They *fell* in love when they *worked/ were working* together in London.
4. The face was familiar to me and I *knew* I *had met* the man somewhere before.

VII. Przekształć zdania tak, aby zachowały to samo znaczenie (10x2=20 pkt)

1. Sarah has invited me to her party.
I *have been invited* to Sarah's party.
2. We have already made friends with our neighbours.
I said we *had already made* friends with our neighbours.
3. "Where do you want to go on holiday?"
We asked her *where she wanted to go* on holiday.

VIII. Uzupełnij tłumaczenia zdań na j. angielski (20 pkt)

1. Jest za młoda, aby zacząć pracować. Wolałbym, aby poszła na uniwersytet. (3)
She is *too young to start* a job. I *'d rather* she *went* to university.
2. Jaka była pogoda? Była gorsza niż w zeszłym roku, więc nie powinniśmy jechać tam w przyszłym roku. (3)
What *was the weather like*? It was *worse than* last year so we *shouldn't go* there again next year.
3. Nikt nie pomoże im tym razem, więc będą musieli zrobić to sami (osobiście) (3)
Nobody can help them this time, so *will have to* do it *themselves*.

IX. Użyj słów podanych obok każdego ze zdań w takiej formie, aby pasowały do struktury i treści zdania. (7 pkt)

1. He is always very **ENERGETIC** (ENERGY) in class and likes to be the best.
2. Teachers were allowed to use corporal **PUNISHMENT** (PUNISH) when pupils misbehaved.
3. The majority of Scottish people aren't in favour of **INDEPENDENCE** (INDEPENDENT)
4. What is your idea of a perfect winter **ACTIVITY** (ACTIVE) ?

X. Test wyboru. Wybierz poprawną odpowiedź (10 pkt)

1. The train arrives _____ 20 minutes' time, _____ 9.15.
a) from ____ at **b) in ____ at** c) for ____ on d) in ____ on
2. _____ strange noises in the sitting room.
a) They are some b) Those are any c) This are some **d) There are some**

3. They didn't have _____ yesterday.
a) anything to eat b) anything eating c) something ate d) something eaten

XI. Zamień podane zdania ze strony czynnej na bierną (7 pkt)

1. They haven't driven the Queen to the palace yet.

The Queen has not been driven to the palace.

2. They clean our house weekly.

Our house is cleaned weekly.

3. The girl is cleaning the window now.

The window is being cleaned

XII. Podane zdania przytocz w mowie zależnej (10 pkt)

1. She lied to the police.

They said that *she had lied to the police.*

2. Why is Tom having his flat decorated?

I wanted to know *why Tom was having his flat decorated.*

3. There won't be any rain.

I said that *there wouldn't be any rain.*

4. Don't give up too early!

I told him *not to give up too early.*

5. Visit your friend on Monday.

I advised him *to visit his friend.*

XIII. Uzupełnij zdania używając podanych do wyboru wyrażień. UWAGA! Nie wszystkie wyrażenia są do wykorzystania. (7 pkt)

rather, which, used, allowed, none, neither, no one, must, can't, a few, a little, whose

1. This building now is a furniture shop but it **used** to be a cinema.
2. The phone rang but I didn't hear it. I **must** have been asleep.
3. Do you think Tom will be **allowed** to join the army at the age of 17?
4. "I never read newspapers." "**Neither** does he."