Matura Test 1 | Poziom podstawowy

Name: _____ Class: ____

Impulse 2
A2+/B1 TESTS

ROZUMIENIE ZE SŁUCHU

ZADANIE 1. (0–5)

Track 11 **Usłyszysz dwukrotnie pięć wypowiedzi na temat problemów związanych z urządzeniami elektronicznymi. Do każdej wypowiedzi (1.1.–1.5.) dopasuj odpowiadające jej zdanie (A–F). Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker

A describes how he/she was horrified by a prank.
B expresses his/her frustration with spam.
C explains why he/she has no patience for iPhones.
D is a teacher.
E tells a story about how he/she almost had problems with his/her bosses.
F finds it stressful to teach someone.

1.1.	1.2.	1.3.	1.4.	1.5.

___ / 5

ZADANIE 2. (0–5)

Track 12 **Usłyszysz dwukrotnie dwa teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.**

Tekst 1

2.1. Ragged schools
A provided meals to children.
B refused to educate poor kids for free.
C only taught kids in London.

2.2. In the Ragged School Museum, you
A aren't allowed to touch any objects.
B can feel like a child from Victorian London.
C can get some free food.

Tekst 2

2.3. Braille is not
A the name of an inventor from France.
B a language for the blind.
C a dot pattern used to represent written language.

2.4. Patricia got interested in learning to read braille
A because her sister went blind.
B when her doctors said she might go blind in the future.
C because of something she enjoyed doing with her family.

2.5. The process of learning Braille is difficult
A because the words are long and complex.
B because it's hard to feel such small dots.
C because you need to be in the dark.

___ / 5

LIVEWORKSHEETS

ZADANIE 3. (0–5)

Track 13 Usłyszysz dwukrotnie rozmowę sprzedawcy z klientem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.5., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Jump World **ORDER FORM**	
EVENT: (**3.1.**) _____ **Date:** (**3.2.**) _____ **Time:** 2 pm **Number of participants: 3.3** _____ **FOOD** **Cake:** (**3.4.**) _____ **Drinks:** water **Snacks:** crisps, biscuits	**CUSTOMER DETAILS** **Host:** Frank **Name:** Helen Brown **Phone number:** (**3.5.**) _____ **SPECIAL REQUESTS** None

___ / 5

ROZUMIENIE TEKSTÓW PISANYCH

ZADANIE 4. (0–4)

Przeczytaj tekst. Dobierz do każdej części tekstu (4.1.–4.4.) właściwy nagłówek (A–F). Wpisz w każdą kratkę odpowiednią literę. Uwaga! Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

A. The war against germs
B. First inventions
C. Initial commercial success
D. A hit with the royals
E. A giant machine
F. Practical but tiring

THE HISTORY OF THE VACUUM CLEANER

4.1. ☐

For centuries people used a broom to sweep their floors, and carpet beaters to beat the dust out of their rugs and carpets. When you wanted to shake the dust out of your rug, you took it out of the house and hit it very hard with a carpet beater. They were made of very different materials, such as wood, rattan or wire. Carpet beating was very effective but also exhausting, and soon inventors began working on other ways to make the floors clean.

4.2. ☐

The idea of a vacuum cleaner first appeared in the nineteenth century. Initially, the new machines were operated by hand. There was the 'carpet sweeper' invented by Daniel Hess in 1860 and the 'Whirlwind', created by Ives W. McGaffey in 1869. However, they blew the dust around, so they did not really help get rid of it. Plus, they were awkward to use and very expensive.

4.3. ☐

The next technological step in cleaning came in 1901, when Hubert Cecil Booth invented the first electric vacuum cleaner. It sucked the dust instead of blowing it. The whole thing needed a horse to pull it, and people called it 'Puffing Billy'. It was so big that it could not enter buildings. Instead, it was parked outside and its huge hoses were inserted through the window.

4.4. ☐

Booth's cleaner was so successful that it started getting high-profile jobs. It took part in preparations for the coronation of King Edward VII and Queen Alexandra in Westminster Abbey. The new king and queen were so pleased with the results that they wanted the new invention for Windsor Castle and Buckingham Palace. Soon, Russia's Tsar Nicholas II and Germany's Kaiser Wilhelm II wanted the new vacuum cleaners, too.

___ / 4

LIVEWORKSHEETS

ZADANIE 5. (0–7)

Przeczytaj cztery teksty (A–D) związane ze stresem egzaminacyjnym. Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.

Tekst A

Exam time is coming? Are you feeling stressed out? Don't worry. You're not alone.

We are a group of professionals who know how to help you. Give us a call. Talking to someone about your feelings will help. We're here to support you. We know strategies for how to cope with exam stress. Don't wait any longer. Get in touch. It's free to call!

We are always open – 7 days a week, 24 hours a day, 365 days a year. Call us anytime.

800 123 987 569

Tekst B

Hi Anna,

How are you doing? I'm sorry I didn't write earlier, but I've been very busy with school and exams and all that.

I need your help. Remember when we talked about healthy eating habits in class? You said some very interesting things about ingredients that help people calm down and reduce their stress levels, like superfoods high in minerals that improve our memory and help us concentrate better. Is there a book or a good website that you recommend? I need to get more information on how to feed my brain so it functions better. I'd like to try some good recipes, too. Could you please email me any? I've just realised how poor my diet has become recently. I need to change that.

Please give my regards to your parents. Is your mum recovering well after the operation?

Lots of love,

Marysia

Tekst C

Here are some of our top study tips.

Make sure you take regular breaks from studying. Your brain cannot concentrate for hours at a time.

Not everyone studies the same way. Some people prefer to read, others find it helpful to make notes or draw diagrams, while others prefer to talk things through. Do what works for you.

Focus on you and don't compare yourself to others. It can be really stressful when you think everyone is doing better than you, spending more time on revision than you, or just not stressing out as much as you.

Tekst D

Max:	Hi Marysia. I've got two tickets for *The Sleeping Beauty* for this Saturday. Fancy coming?
Marysia:	I'd love to, but I can't.
Max:	Why not?
Marysia:	I have exams next week. It's my last weekend — I have to revise.
Max:	But you've been revising for two weeks, I'm sure you don't need it.
Marysia:	There's one chapter in my course book I need to read again. It's hard to understand and remember all the details.
Max:	But it's a special performance, by an Italian dance company. They don't come here often.
Marysia:	I know. But I won't be able to relax and enjoy it knowing I've still got some school stuff to do.
Max:	That's a pity. I'll ask someone else then. Good luck with your exams!
Marysia:	Enjoy the show!

LIVEWORKSHEETS

Przeczytaj zdania 5.1.–5.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli. Uwaga! Jeden tekst nie pasuje do żadnego zdania.

5.1.	In this text a person rejects a request.	
5.2.	This text contains advice on how to revise effectively.	
5.3.	This text advertises a service.	

___ / 3

Przeczytaj wiadomość Marysi do siostry. Uzupełnij luki 5.4–5.7 zgodnie z treścią tekstów A–D, tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim. W każdą lukę można wpisać maksymalnie trzy wyrazy.

Cześć, Kasiu!

Co u Ciebie? Ja żyję tylko egzaminami. A tu, wyobraź sobie, Max zaprosił mnie na spektakl do teatru! Wiesz, jak bardzo chciałabym pójść… Tym bardziej z nim! Ale nie mogę, muszę się uczyć. Nie mogłabym **5.4.** _____, wiedząc, że jeszcze czegoś nie zrobiłam. Ten stres mnie wykończy. ☹ Znalazłam numer telefonu zaufania, który zapewnia całodobową pomoc psychologiczną. Twierdzą, że znają **5.5.** _____ radzenia sobie ze stresem egzaminacyjnym. Myślisz, że powinnam do nich zadzwonić?

Czasem czuję, że sama pogarszam swoją sytuację, na przykład porównując się do innych. Nie powinnam tego robić, bo przecież każdy **5.6.** _____ – jedni wolą czytać, inni robić notatki, jeszcze inni – rysować wykresy. Do tego nie odżywiam się prawidłowo. Napisałam w tej sprawie do Anny. Kiedyś na lekcji opowiadała o jedzeniu, które pozytywnie wpływa na mózg. Mam nadzieję, że prześle mi kilka **5.7.** _____. Muszę zmienić dietę, bo ostatnio jem za dużo niezdrowych potraw i słodyczy. No i piję za mało wody.

Napisz, co u Ciebie.

Pozdrowienia, Marysia

___ / 4

ZADANIE 6. (0–4)

Przeczytaj tekst. Na podstawie informacji zawartych w tekście odpowiedz krótko na pytania 6.1.–6.4. Na pytania należy odpowiedzieć w języku angielskim.

Dogs that sniffed out cancer saved their owner's life

A 65-year-old dog lover from Wales says her two beloved German shepherds saved her life by detecting her cancer.

'One day, I was sat on the sofa when one of my dogs jumped up and began intensely sniffing and headbutting my chest area. She had never done anything like this before, so it was quite unusual, but at the time I thought nothing of it,' she told a reporter.

When the strange behaviour didn't stop for weeks, after two months, she felt something worrying under her fingertips. She went to the doctor's, who examined her and confirmed that she had a fast-growing form of cancer and it had started spreading to her lymph nodes.

After the diagnosis, the other dog, too, started behaving in exactly the same way – jumping up at the woman and rubbing her nose against her constantly.

The woman underwent successful treatment. The dogs suddenly stopped their behaviour after her third session of chemotherapy. Her recovery was possible due to the early diagnosis, which wouldn't have happened without the dogs. On hearing what the dogs did, her doctor was amazed and told her that she should go home and thank her dogs because they had saved her life.

Dogs are known for their legendary sense of smell, millions of times better than that of humans. Cancerous cells produce a unique odour, which dogs can easily pick up very early in the disease's progress. There are dogs being trained to sniff out cancer and they are very successful.

However, the woman's two dogs had had no professional training.

'Words can't describe how grateful I am to the both of them – what they have done is just astounding and they really have saved my life. It just goes to show how incredible dogs really are.'

LIVEWORKSHEETS

6.1. What was strange about the dogs' behaviour?

_____

6.2. How long did it take the woman to make a decision to visit a doctor?

_____

6.3. When did the dogs begin to act normally?

_____

6.4. Why are dogs excellent at detecting cancer?

_____

___ / 4

ZADANIE 7. (0–5)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

Mr Knightley did not approve of Emma's friendship with Harriet Smith. He did not think that the two young women should be friends. He spoke to Mrs Weston about it when he visited her.

'Harriet is not a good friend for Emma,' Mr Knightley said. 'She admires Emma too much.'

'But Emma can teach Harriet many things,' Mrs Weston replied. 'Emma has made plans to read with Harriet. She wants to improve Harriet's education. She has already made a list of suitable books.'

'Emma has been making lists and plans ever since she was a child,' Mr Knightley said quickly. 'She needs someone to make her think. Emma is intelligent. She has a good mind and she should use it.'

Mrs Weston smiled. 'Emma is also very beautiful,' she said, praising her friend. 'Do you not think so, Mr Knightley?'

'Well, she is pretty and I like looking at her,' Mr Knightley replied.

'Emma is beautiful,' Mrs Weston said again. 'Her hazel eyes are so bright and lively! Her complexion and figure are perfect. She is a good daughter, sister and friend. But she does not like to be given advice. Please remember that.'

'I have given Emma advice for years,' Mr Knightley said smiling. 'But perhaps you are right. I shall say nothing about her friendship with Harriet Smith. I shall keep my thoughts to myself.'

Mr Knightley stood up to leave. 'I do think about what will happen to Emma,' he added. 'She says that she will never marry. But who knows what will happen to her in the future?'

Mrs Weston smiled. Emma and Mr Knightley were good friends, but nothing more. They were not in love with each other – they were fond of each other. Mrs Weston was pleased. The Westons had other plans for Emma.

(adapted from Jane Austen, *Emma*)

7.1. Why does Mr Knightley think Harriet is not a good friend for Emma?
A. Because she makes Emma think.
B. Because she makes too many plans.
C. Because she tells Emma that she is clever too often.
D. Because she is more intelligent than Emma.

7.2. Emma wants Harriet
A. to teach her many things.
B. to become more educated.
C. to admire her.
D. to read books to her.

LIVEWORKSHEETS

7.3. Which is NOT true about Emma?
A. She is a beautiful woman.
B. She is a good person.
C. She is smart.
D. She likes it when people tell her what to do.

7.4. Emma and Mr Knightley
A. give each other advice.
B. are in love with each other.
C. do not speak to each other.
D. don't have a romantic relationship.

7.5. From the text, we can conclude that Mr Knightley
A. has known Emma for many years.
B. wants to marry Emma.
C. has plans for Emma.
D. doesn't care about Emma.

___ / 5

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

ZADANIE 8. (0–3)

Uzupełnij poniższe minidialogi (8.1.–8.3.). Wybierz poprawnie z podanych propozycji brakującą odpowiedź: A, B lub C.

8.1.
X: Why are you so dirty?
Y: _____
X: Go and have a shower.
A Well, I've fallen behind my friends.
B I've been playing football with Dad.
C I guess because I've given up fun runs.

8.2.
X: You are going to stay up tonight, aren't you?
Y: _____
A No, I need to get enough sleep before the exam.
B Yes. I hope to join a camp.
C I think I'd rather go down with the flu.

8.3.
X: I'd like to learn how to play the guitar.
Y: _____
X: Can I start next Monday?
A How often do you play?
B Which activity are you interested in?
C Good, it's the perfect time to register.

___ / 3

LIVEWORKSHEETS

ZADANIE 9. (0–3)

Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

9.1. I don't know how Jane _____ (*przeżyła ten wypadek*).
9.2. Has Lena _____ (*zdecydowała się zapisać*) for a cookery course in Florence?
9.3. _____ (*Kiedyś kochałam*) getting up early. Now I hate it.

___ / 3

ZADANIE 10. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (10.1.–10.4.) jednym wyrazem. Przekształć wyraz podany w nawiasie w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

In my **10.1.** _____ (child), we didn't have any TV sets or computers. Times were different. We had to be quite **10.2.** _____ (create). We often came up with curious **10.3.** _____ (invent). We weren't very **10.4.** _____ (sense) and sometimes we played with dangerous objects. But no one got hurt.

___ / 4

ZADANIE 11. (0–3)

Przeczytaj zdania 11.1.–11.3. Wybierz poprawne uzupełnienie luk. Zakreśl jedną z liter: A, B albo C.

11.1. Do you think I should take _____ judo? Will I be any good?
A on
B up
C in

11.2. Brian went to a(n) _____ school in the UK. It was very expensive.
A public
B state
C assignment

11.3. He scared me so much that I almost had a heart _____.
A beat
B attack
C fever

___ / 3

LIVEWORKSHEETS

TWORZENIE WYPOWIEDZI PISEMNEJ

ZADANIE 12. (0–12)

Właśnie wypróbowałeś/wypróbowałaś nowy przepis kulinarny. Na swoim blogu:

– wyjaśnij, dlaczego chciałeś/chciałaś wypróbować właśnie ten przepis,
– przedstaw szczegóły dotyczące przygotowania potrawy,
– opisz wrażenia z degustacji,
– poleć lub odradź czytelnikom ten przepis.

Napisz swoją wypowiedź w języku angielskim. Rozwiń ją w każdym z czterech podpunktów tak, aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów w zdaniach, które są podane). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

Hi guys!

Today I want to tell you about my new experiment in the kitchen.

___ / 12

TOTAL SCORE: ___ / 60

LIVEWORKSHEETS